

The HATCHET

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Monday, February 1, 1971



AND HOLD THE MERCURY... Yes, even that old Macke standby, the tuna salad, may cost her more by semester's end.

Prices Raised Without OK; Rathskeller Rescinds Hike

by Peter Segal
Hatchet Staff Writer

When the Macke Food Co. raised food prices in the Rathskeller last week, it did so without the University's approval.

However, they rescinded the increases following complaints by Food Service Rep Ed Grebow.

Macke holds a monopoly on all catering and vending machines at GW, but its contract specifically states that "all pricing and price lists must be subject to University approval."

But the GW administrator who normally would be consulted—Assistant Business Manager Stephen B. Lee—said he never was.

Later, the price increases were rescinded but certain high-priced items were dropped from the menu. Grebow noted that "they removed most of the items that they wanted to raise the prices

of." According to Grebow, Macke personnel have indicated that today a new Rathskeller menu will come out, containing high-priced replacements for these items. Macke officials deny this.

Grebow accused the caterers of "circumventing their contractual obligations." In response to this a Macke official said, "I wouldn't have any idea what the man is talking about."

He explained that Macke uses the "standard flyer menu." Certain food items are added and omitted depending on how well they sell and how the "specials" are planned.

"Our contract," he said, "covers the standard food items only. Nothing taken off the menu was in the contract."

John Lawrence, Macke's representative at GW, said that

Rathskeller manager Don Wright "asked to raise the prices because of increased product cost. There was a mix-up and he went ahead and increased the prices without approval."

Lawrence said "the possibility does exist that there will be another price increase on old food items still on the menu after last Friday's revision. However," he claimed, "no prices will be increased without an OK from the school."

In the beverage area, Macke has replaced Budweiser and Michelob draft with the cheaper Schlitz draft, without a change in price.

Rathskeller manager Wright had no comment. Although he granted the Hatchet an interview, he would say only "I work for Lawrence and what he says is good enough for me."

Judicial System

Key Questions Arise

by Greg Valliere
Editor-in-Chief

A seemingly routine complaint involving the circulation of political leaflets in dormitories has opened a Pandora's box of crucial questions about GW's new judicial system.

Administrators last week admitted that certain aspects of the system are unclear. Three key questions have emerged:

- Do administrators have the right to arbitrarily decide which cases are worthy of Student Court consideration?

ANALYSIS

- Does the recently-revamped judicial system allow for the consideration of non-disciplinary cases?

- Is there a judicial body at GW with the authority to render legal opinions on the landmark Joint Statement of Student Rights and Responsibilities?

[Editor's note: The complete text of the new judiciary system has been reprinted by the Student Affairs Division and appears as an insert in today's Hatchet.]

Clarification of the three questions may be forthcoming. The new University Committee on the Judiciary System has been asked to render opinions, and it was announced last week that a highly regarded Law Center professor, Dr. Richard Allen, will assume the role of University prosecutor.

Allen, a former Hearing Committee chairman, has already attempted to untangle the knotty problems arising from a complaint by YAF Chairman Ed Grebow. Mitchell Hall officials he contended in a mid-December complaint, violated the Joint Statement by refusing to permit political leafletting.

Allen has ruled that because the incident occurred before the Board of Trustees okayed the new system, the old Hearing Committee can hear the case. But while apparently finding solution for the Grebow complaint, the three key questions it raised remain unanswered.

The problem of administrators screening cases was highlighted last week by the disclosure that Assistant Dean of Students David Speck has rejected some complaints—including Grebow's—which he felt did not merit Student Court consideration.

Grebow, furious at a terse rejection note from Speck, considered suing the Student Affairs Division. The reply read: "This complaint is denied on the basis of my opinion that further charges are not substantiated."

Speck said this weekend, however, that students with rejected complaints had the option of contacting Student Court Chairman David Berz directly. It is believed that this apparent shift in policy was prompted by student complaints

(See JUDICIAL, p. 3)

Usual Hassles Abound

Spring Registration, 1971

by Charles Venin
News Editor

Spring registration fell upon GW last week with many of the same horrors that have plagued registration here for years.

Despite the absence of pre-registration, most GW veterans felt that this go-round went "more smoothly than last spring's fiasco, but not as well as last fall's." The traditional hassles—long lines, closed classes, unauthorized pre-registration, underhanded deals and ingenious cheating added to the melee of computerized chaos.

As usual, lines began to form about 10:00—two hours before registration begins; and, on Thursday, several students found themselves closed out of classes by 12:15.

The physical education, biology, and English departments take first place for closing students out of classes. A freshman woman who had been waiting in C-101 for three hours told her tale of P.E. registration. "In order to take Folkdancing, that person behind the table told me that I would have to wait until the boys finished signing up. But no boys are registering for the course."

Most science labs and several "peak-hour" courses were closed out almost entirely by the students who were working for registration.

One coed who has been playing the

game for three years decided to beat the system and changed her last initial from "F" to "P" so she could register on the first day, hoping to get the classes she wanted. It worked—not one person she encountered asked her about the initial change on her cards.

And there was the usual display of disgust from those who hadn't tried to beat the system.

One student who had been standing in line to get his final dean's approval just said quietly, "This is typical of GW. Rules first—students second."

Registration can be viewed from several aspects. The school may be training some young men and women for a career in track or possibly the Olympics: registration entails agile maneuvering amid swarms of people in buildings spread out all over campus.

Frustration and disgust mixed with cold weather and an attitude of "I don't really care" on the registrars' part made this registration period one many students would like to forget. As one senior put it, "It is the worst thing I know about that happens semiannually at GW."

—Written from reports
by Tom Marshall, Lucy
Domin, Diane Hill, Diane
Laub, Bob Dorman, and
Susan Manners.



But it's all over now and we can all look forward to running around with our new-drop add slips. Happy Spring '71.

photo by Resnikoff



and elsewhere...

by Charles Foley
College Press Service/CUP

SAN FRANCISCO (CPS)—Marijuana is now as American as Spiro Agnew's daughter—or so say forward-thinking executives of U.S. tobacco firms who have been covertly eyeing the underground market in "grass," officially valued at better than a billion dollars a year.

The real figure, say Western entrepreneurs, is nearer three times that sum, and now that the possibilities of legal manufacture are being discussed in the boardrooms, bootleg suppliers are organizing to safeguard their interests.

Long before New Years Day, when the government shut down a \$250 million advertising industry by banning cigarette commercials on television, the tobacco men had been busy on contingency planning—one firm is allegedly running a furtive sale test scheme in Hawaii.

At the start the big manufacturers would market their joints at about 25 cents each, well under current black market prices.

Business sources predict the end of the marijuana ban will follow the close of the Nixon era, for the soundly all-American reason that the swollen costs of the "new prohibition" exceed any good it may do. Enforcement costs in California alone are now running at \$32 million a year and courts are clogged with untold cases. Already 23

states have eased penalties, with more to follow.

Former U.S. Attorney, John Kaplan, a Stanford University Law professor, and an authority on the subject, said this week that marijuana "could and should" be legalized. He inclines to a government monopoly which would rule out advertising. Packets of the weed, graded by strength and heavily taxed, might be sold in government-licensed shops.

Mr. Kaplan believes this open system would discourage use, particularly by teenagers. Revenue would help to step up control of "hard" drugs.

But the underground does not mean to yield its rich, quasi-sacred grass market to the big-money men. "It's the economic basis of the counter-culture," says Blair Newman, a prominent San Francisco pot advocate. "We have to keep it out of the hands of the tobacco tycoons."

Believing legislation will come "within three years," Newman and his friends have formed a "philanthropic," non-profit organization called Amorphia, to stake their claim.

More confident still is a San Francisco consortium of pot dealers known collectively as Felix the Cat. "Marijuana is legal," they say in publicity for their bold new venture—a packaged, filter-tipped brand of pot cigarettes named Grassmasters.

One "Mr. Felix" spokesman for the

group told a radio station interviewer that 320 dealers in the Bay area are handling his first consignment of 5,000 cartons. A packet of 18 joints now sells at \$7.50, but he hopes to pass on savings to the smoker as the business grows.

By early spring they plan to have an automated rolling factory in Mexico and two more, underground in San Francisco and Berkeley, with distribution centers from coast to coast.

Wouldn't the police object? "Oh, sure. But the government just isn't

willing to push this thing. It's like the last days of prohibition when beer trucks drove openly around. I hope to have some trucks painted with our Felix symbol soon."

How's business?

"We turn about a ton of grass a month in the San Francisco area. That's worth \$250,000."

Mr. Felix claims to have a bail fund reserve of \$125,000 and is prepared for two supreme court appeals in the next couple of years. "Then we'll be out in the clear."

"This is America"

Miss USA sees exploitation as mutual, but beneficial

(Note: Last month the BULLET interviewed Miss Debbie Shelton, winner of the Miss USA contest and a native of Virginia.)

SPONSOR: Lovely ladies of Mary Washington College, I give you Debbie Shelton!

BULLET: If you could be any character in history, who would you choose and why?

DEBBIE: I've never thought about it before, but I guess the Virgin Mary. She'd be about the most interesting, because you couldn't think of any greater role in history. It would be the most interesting and the most amazing thing to see how your faith would hold up then.



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Interested in working for GW University's best student newspaper?

Do you already work for the one and only HATCHET?

Are you interested in improving it; do you care about its future?

If you answer YES to any or all of the above questions, you are undoubtedly HATCHET MATERIAL.

Come to the meeting tonight, in Room 433 of the Center...

It's at 7:10 p.m., sharp!
REMEMBER: New talent is always welcome. Join us!



"HATCHET"

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FISH N CHIPS

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ALL FOR \$1.95

Beginning Tuesday, The Rathskeller Resumes
Its Popular Lunchtime Entertainment

You've reached the point of decision and maybe things look a little confusing. Have you ever stopped to consider a career in government?



We build Federal buildings, maintain the National Archives, provide the Government's transportation and communications network, supply its needs, and dispose of what it doesn't need. We are the business arm of the Federal Government.

We're progressive, we're diversified, and we care. We're doing our part to combat air pollution, to help minority businessmen, to rebuild cities.

We're on the move!

Stop the confusion and go talk to the GSA recruiter. Ask about the opportunities at the General Services Administration.

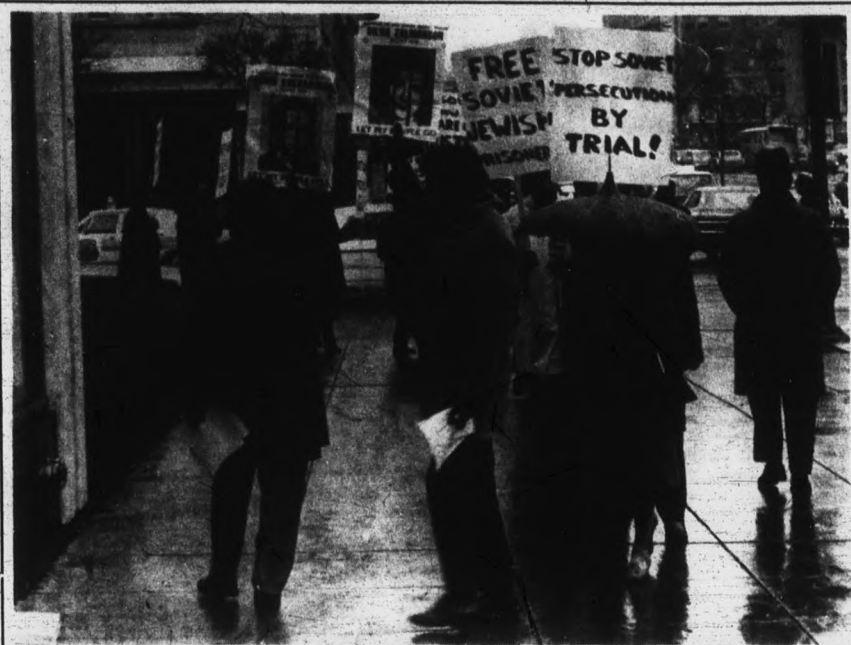
Campus Interviews

FEBRUARY 16

See your placement office



Equal Opportunity Employer



DEMANDING THE RELEASE of Jews being held prisoner in the Soviet Union, pickets have been marching on the sidewalk in front of the Russian Embassy every day since early December. See story page 12.

photo by Lampke

Nominating Board Looking

Want Students For Committee Posts

by Dick Beer
News Editor

The closest thing to student government presently existing on campus is looking for students to fill the many vacancies coming up on University committees.

The Joint Committee of Faculty and Students, set up last April 10 by the Faculty Senate after being approved by the Student Assembly before it abolished itself, has created a Nominating Board for filling student vacancies on University committees.

An ex-officio body, the Nominating Board is made up of the president of Mortar Board, a women's honor society; the president of Omicron Delta Kappa, a men's honorary; president of the Men's Inter-hall Residence Council and either the Women's Inter-hall Council or Thurston Hall Council, the president of the Student Bar Association and the chairman of the Graduate School of Arts and Sciences Advisory Council.

The Nominations Board, which has yet to meet, will name the student members to University judicial bodies and standing committees such as the committees on the Bookstore, Recognition, Publications and Religious Life.

Students will be fanned to these bodies as vacancies arise,

JUDICIAL, from p.1

by nomination from one of the board members or by individual petitioning.

Stephen Phillips, who co-chairs the Joint Committee with Political Science department chairman Hugh LeBlanc, said yesterday that the Committee hopes to set up either an office or a mail box for the Nominations Board soon so that anyone interested in getting on the committees will have direct access to the Boards.

The Joint Committee meets this afternoon at 3 in the sixth floor conference room of Rice Hall to finalize the Nominating Board's structure and procedures. At that time they will also discuss their own future at the request of the Faculty Senate Executive Committee.

In a memorandum dated January 6, Executive Committee chairman Edwin Stevens asked Phillips and LeBlanc to prepare recommendations along with the Committee on their future as well as their views on student government.

The Senate resolution which created the Joint Committee stipulated that it be reviewed one year later by the Senate, based on "its performance and the then existing situation of student government."

It is expected that the full Senate, at their next meeting on February 12, will consider

overhauling its internal committee structure as well as the Joint Committee.

Terms of the office for all Joint Committee members expire this May 1 and the Senate will be able to do most anything it wants with the Joint Committee, including continuing it as it is, abolishing it or altering it.

Besides LeBlanc and Phillips, who was editor-in-chief of the Hatchet last year, the Joint Committee includes professors Alexander Breslow of the Medical School, Charles Carlson of the Law School, Marvin

Eisenberg of Engineering, Lilien Hamilton, Art. Robert Kenny, History, and E.J.B. Lewis, Accounting.

Students on the committee are Jenny Shapiro, Doug Farmer, Phil Margolis, Martin Petersilia, Bob Brown and former Student Assembly Vice-President Alby Segall.

In staffing the Joint Committee last summer, University president Lloyd Elliott named Columbian College Dean Calvin Linton and Engineering School Dean Harold Liebowitz as ex-officio members.

Judiciary Members Picked

University President Lloyd Elliott has named members to the Committee on the Judicial System, to serve from now until May 1, 1972.

Heading the group, which will oversee the operation of GW's new judicial system which recently received approval from the Faculty Senate and the Board of Trustees, is Law prof. Charles B. Nutting, a member of the Senate.

Serving with Nutting will be fellow Law prof. Robert Park, the father of the new judicial

system. English prof. James Coberly, Student Court chairman Dave Berz and David Dan, a member of the old University Hearing Committee.

In his letter to the committee members, Elliott said, "The Committee on the Judicial System represents an integral part of an extensive effort toward the development of a complete judicial system, and I am most appreciative of your willingness to participate in this continued effort."

Besides overseeing the whole judicial system, this committee is empowered to nominate members of the Student Court to the President for his final approval. In addition, the student members of the committee will nominate to Elliott the student members of the Student-Faculty Committee on Appeals so long as there is no student government on campus.

The section of the judicial system's constitution which sets

forth the Committee on the Judicial System states that "The committee will be composed of a Chairman; two additional faculty members; one of the student members of the Student-Faculty Committee on Appeals as elected by a majority vote of all members of that committee; the Chairman of the Student Court; and one member from the campus at large."

"The Chairman will be appointed by the President of the University from the members of the Faculty Senate. The two additional faculty members will be appointed by the President from a list of four names provided by the Faculty Senate. The term of all members will be for one year, beginning the first day of May."

"The present student court and the present Student-Faculty Hearing Committee will provide the student judicial members for the first Committee on the Judicial System."

Tighten Brigham's Slacks

PROVO, UTAH (CPS) — Brigham Young University's academic vice president, Robert Thomas, has demanded that teachers "tighten up" on coeds wearing slacks in the classroom.

"May we reiterate," said Thomas in a statement to campus faculty, "that slacks are not to be worn in regular classes, and we expect each teacher to

make this clear to his students." He warned that if the woman "feels totally rebellious about following standards which she has signed to uphold" that "we've made it quite clear before anyone came here this fall, we would counsel with the student about why she is at BYU and if she felt strongly about it, we would suggest she transfer."

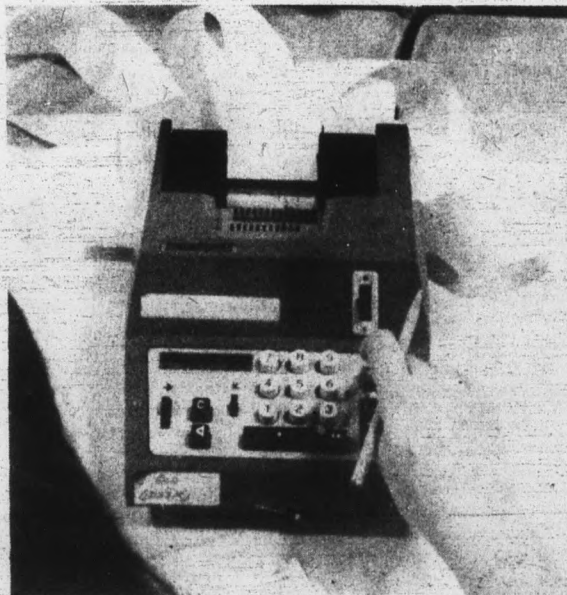
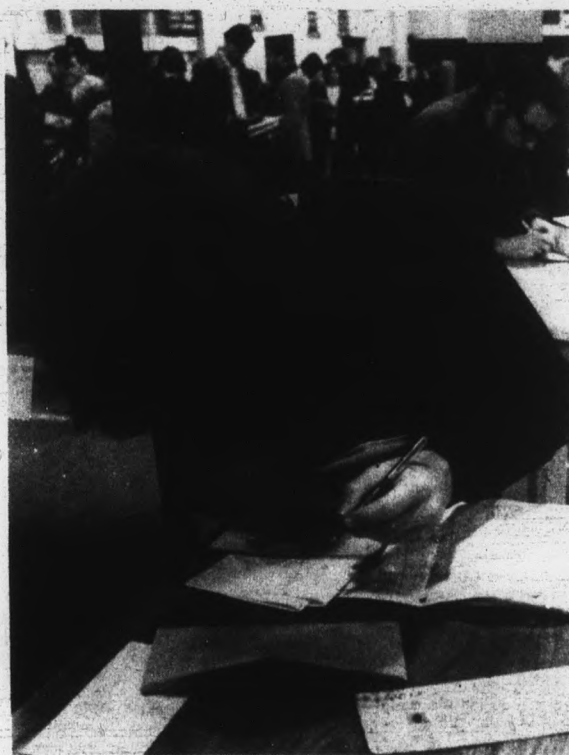
There Must Be A Better Way

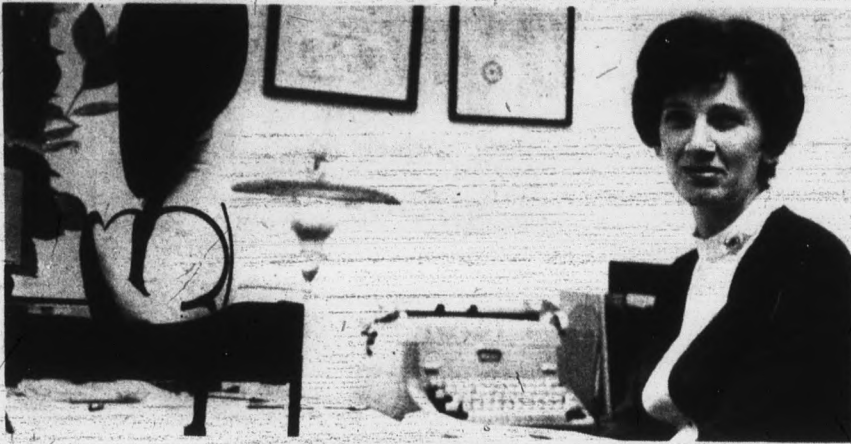


All of us recognize these sights. Twice a year we get our heads together, fill out our registration packets and head into the battlefield.

Jogging from building to building we fight with departments for the valued class cards. . . fight unending queues. . . and forge our advisor's signature in order to by-pass at least one step in the "Rules and Regulations."

Looking back on previous registrations, this one seems to have been a little better than most. Certainly it was much better than last Spring's Registration Follies. But there is room for vast improvement. Perhaps complete pre-registration for spring in the fall. . . or for students in the 1990's, GW may have a totally computerized system. If the school is still extant.





MRS. NAN KING

Mrs. King Leaves; Held Student Activities Post

Mrs. Nan King left her position as Student Activities Coordinator last Friday after holding the post for two years. Mrs. King is going to have a baby.

The Student Activities division cooperates with Vice President William P. Smith's office for Student Affairs. The staff assists Smith in the "mechanical aspects," of campus groups such as organization, counseling, and advising.

"We came to be a solid existing office when the Center

opened," Mrs. King explained. University Center Director Boris Bell who regards the post as "an essential position, necessary to the overall student affairs operation" has begun interviewing candidates to replace Mrs. King.

During the recruitment period, there will be no interim Coordinator, according to Bell. "Instead of appointing someone for a short period of time," he said, "there will be an attempt to shift responsibility on the staff to cover the extra work."

Evaluation's Reply— Misuse Denied; Money Expired

by Nancy Bruseloff
Hatchet Staff Writer

In reply to the rumor concerning the alleged misuse of funds in connection with the new Academic Evaluation, managing editor J.J. Bosley admitted that the allocated funds were far from exhausted.

Bosley said, that the Evaluation staff never had possession of the money, since it was obtained through a voucher system. "Therefore," he stated, "all funds not used by July 1, 1970, were expired, and could

not be used for further work on the Evaluation."

Bosley told the Hatchet that the primary costs of the Evaluation were the printing of the questionnaires, the telephone bills, and petty expenses such as paper and pencils. He declined to specify the exact total of these expenses because he had no written record before him, but he did not think it exceeded \$1,000.

The Evaluation was initially

allocated \$3,000 from the Student Activities Office, with a \$2,000 supplement coming from the Student Assembly upon the extinction of that body.

Bosley attributed the lateness of the Evaluation's appearance to a lack of cooperation from the staff. He claimed they could not be depended on, were quick to criticize afterwards, and that there were not many "who were genuinely willing to help with the Academic Evaluation."

John Wax Wins Picture Contest

The Hatchet is pleased to announce that the winner of its Pick the Pic contest is Mr. John Wax, art student. He was the first one to properly identify the page three picture of GW's strange piece of sculpture both by nature and by location. Mr. Wax's perseverance led him to go out at night and peer at the sculpture from different angles, and we think this should be rewarded.

Mr. Wax informs us that "the work is based upon the artist's conception of the Nativity scene at Disneyland" and advises us to "get another photographer."

The happy winner can get his beer (and pickle) by coming to the Hatchet office tomorrow at 3:00.

Jackie Onassis
sends
Her REGARDS for
February 9th

Career Opportunity

Train in the exciting, rewarding field of financial planning. Interviews at the Career Services Office, Woodhull House on Feb. 9 or call 534-5970

Dave

Congrats

Speck

and thanks for the C-gars

BOOK STORE HOURS
THIS WEEK

GWU BOOKSTORE

MON.	FEB. 1	8:45	to	7:30	p.m.
TUES.	FEB. 2	8:45	to	7:30	p.m.
WED.	FEB. 3	8:45	to	7:30	p.m.
THURS.	FEB. 4	8:45	to	7:30	p.m.
FRI.	FEB. 5	8:45	to	5:00	p.m.
SAT.	FEB. 6	8:45	to	1:00	p.m.

COMPLETE
STOCK
OF

Schaum Outlines-Barrons Notes
College Outlines-Monarch Notes
Arco Books-Dictionaries

Comedy
Film Festival
W.C. Fields
Little Rascals
Charlie Chaplin
Marx Bros.
Sat. Feb. 6

7-----9:15-----11:30

Univ.
Center Theatre

only God can make a tree

Who the Hell are we:

WE BELONG TO GW'S MEN'S FRATERNITIES AND WE'D LIKE TO DESTROY A FEW MYTHS ABOUT OURSELVES.

GUYS WHO JOIN FRATERNITIES ARE JUST LOOKING FOR A FIRST-CLASS TICKET TO STATUS-SELLING OUT TO THE SO-CALLED "ESTABLISHMENT".

THE GUYS IN ANY GIVEN FRATERNITY ARE ALL STEREOTYPES OF EACH OTHER - A CLIQUE ON THE CRUTCHES OF GROUP SECURITY.

JOINING A FRATERNITY IS THE BEST WAY TO LOSE YOUR INDIVIDUALITY. FRAT GUYS COME OUT OF COLLEGE SPOUTING THE SAME MEANINGLESS PHILOSOPHY OF NON INVOLVEMENT-"DON'T BUG ME UNLESS IT MAKES ME A LOT OF BREAD".

WE SAY THIS. WE KNOW THOSE STATEMENTS JUST AREN'T TRUE. NOT TODAY. BECAUSE TIMES HAVE CHANGED. VALUES HAVE CHANGED. PEOPLE HAVE CHANGED.

AND SO FRATERNITIES HAVE CHANGED-FOR THE BETTER. BUT THE ONLY WAY FOR YOU TO FIND OUT FOR YOURSELF WHETHER FRATERNITY LIFE COULD BE A GREAT PART OF YOUR LIFE, IS TO MEET THE GUYS WHO BELONG TO THEM.

THAT'S US. AND WE'RE LOOKING FORWARD TO MEETING YOU. COME TO OUR GET-TOGETHER THURSDAY FEBRUARY 4, AT 8:30 P.M., at THE CAMPUS CLUB.

Editorials

Meaningless

Well well, it's the judiciary again. We could write reams and reams about why the present judiciary is terrible, inadequate and, of course, unjust to students.

What stands out as the singularly most appalling aspect of GW's judiciary is the impotence of that great document, the Joint Statement. Most administrators have compared it to the second coming of Christ (it's so liberal), and have used it at press conferences and in speeches to show how enlightened GW is.

The Joint Statement is a significant document. Its guarantees are noble. The original copy should be framed—but then ignored. It seems there is no way to bring a case based on the Statement to any of the school's judicial bodies.

A few individuals are considering implementing the Statement's guarantees by getting legal decisions from the Student Court or the Hearing Committee. Forget it. The only way the Statement can be enforced, it seems, is by hiring an expensive lawyer and going to a real court.

Monday

Howdy Doody Opera

Jack Levine

This is GW's 300th semester not including summer sessions, and things are changing, slowly.

One of our trustees is J. Edgar Hoover, LL.M., LL.D., Sc.D., D.C.L., F.B.I. His term expires this year.

Lisner Auditorium is also changing.

The Kennedy Center is sucking the arts out of the downtown area and Foggy Bottom, dumping them into a single building which uses its waterfront for a highway underpass and is all but inaccessible by foot.

Lisner loses some interesting clients to this temple down by the riverside. The Opera Society of Washington, the Performing Arts Society and the National Symphony are all moving to the Kennedy Center.

The American Ballet Theater has been knighted Resident Company at Kennedy, which leaves the status of the National Ballet Company in limbo. Presently at Lisner, National officials are known to be bitter they are not Kennedy's official company.

"We're the resident company of Washington," said one National official acidly. He was upset the American Ballet Theater, which plays only six weeks out of the year in Washington, was given higher status. "If you don't water the flowers in your own garden..." he began to muse without finishing his sentence.

Even the National Theater is

expected to perform many of its performances at Kennedy, instead of Lisner.

When Kennedy opens, GW will have seen the last of Carlos Montoya, Marcel Marceau, and Julian Bream, as well as sidewalk balloon vendors and pretty children on Sundays.

Even if you didn't participate in these events, you gained by the sum of them. Every neighborhood needs diversity, and Lisner, by being the home for many of these groups a good part of the time, added it to this campus.

It's fun to watch people, especially those different from yourself. On a campus saturated with blue denim, you could always see the latest fashions by watching the young mothers who tend their children before the matinee.

The Howdy Doody Show comes to Lisner in March. Other fine shows are scheduled. Nevertheless, Lisner would be in trouble even without competition from the Kennedy Center, which opens around September.

The management at Lisner is often characterized like the talent which will perform there when Kennedy opens: Unprofessional.

The management refuses to solicit talent, and will not book acts which are intended for profit. Pre-broadway shows, for example, when they come to Washington, play at the National Theater downtown.

What's the next step? A legal fund for Joint Statement lawsuits? Or, as one administrator suggested, should students commit acts that will land them before the Student Court to test key provisions of the Statement? For the time being we suggest everyone just shove aside the Statement. It doesn't mean a thing.

Thin Ice

The University is celebrating its 150th anniversary. This month promises to be the grandest of the year at GW, with celebrations, dedications and convocations. A grand time for all... except the students.

The most gala day is planned for February 15. It is to be a day for alumni, trustees and monied friends of the University. But students will have just token representation at all ceremonies.

It came to our attention the other day that students were originally denied even token representation on February 15, and only after vigorous complaints were an elite handful admitted.

There is plenty of time left for plans to be changed. Giving students some form of

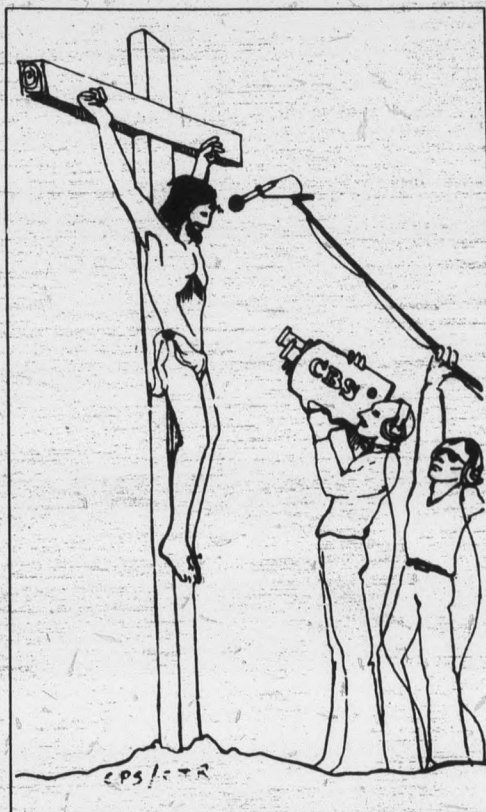
celebration would be nice, but a more meaningful participation would show all members of the community that GW does not intend to cap its first 150 years by ignoring the people it was established for.

Flashbacks

It was, as those silly Bubble Gum DJs say, a golden oldie, a blast from the past. The lines weren't quite as long and fewer courses were closed early, but spring registration, 1971, brought back old memories.

For a fleeting moment, we thought it was 1970 again, as: four gym sections were filled at noon Thursday, several English comp classes were gone before Friday and some of our friends with A-K last names registered on Thursday. It seemed so familiar...

The Hatchet is still in the process of sorting complaints and questioning various departments about their registration policies. Remember, if you have atrocity stories the number is 676-7550; we'll try to find out why things still weren't as smooth as they should be.



Jon Higman

Charles Arthur Moser is a confusing fellow. He and his Association of University Professors for Academic Order say they want to "depoliticize" the universities.

At first glance this statement is meaningless. It is hardly credible that the faculty adviser to the Young Americans for Freedom would advocate an end to all war-related research, although wars are blatantly political. So long as a school didn't take an overtly partisan stand on the matter things would be fine. That is, things would be the same as they had been before.

It is hardly credible, moreover, that the AAUP for Order would object to schools trying to pick up a little coin by buying stocks. Yet Campaign-GM should have driven in the point that large-scale investments in stocks is not simply a financial matter.

When a university has corporate investments, it's involved in politics. And when it does counterinsurgency research, it's involved in politics. And when it's funded by the CIA, it's

involved in politics. As a matter of fact, universities are always into politics.

If something wasn't known of Prof. Moser's own beliefs, it might not be clear just what he means when he talks of "depoliticization." But any statement has to be assessed with regard to its author and context. The same moral statement about academic freedom means one thing if it comes from John Roche or Paul Goodman, and other if it comes from Ronald Reagan.

To return to our argument with Prof. Moser. Although universities are always involved in nonelectoral politics, this is not necessarily sinister. The problems arise only when we start to ask what kind of politics.

Prof. Moser would surely agree with the premise that a university is essentially a free community of scholars dedicated to the pursuit of truth and knowledge. Sometimes when we're engaged in this pursuit we run into our old friend Politics.

And he would agree also that there is intra-university politics. He is chairman of the



Will broadcast job again fail to ask follow up question

The

by Michael College Press

A large number of the university laboratories de- and a majority of its brainpower, function as a network maintained and Pentagon.

During World War II university laboratories de- institutions, transforming weapons development laboratories—thousands of scientists outstanding characteristics laboratories—the personnel under con- autonomy—made them pa- the Pentagon as perform- work; and, although origi- outlast the war, such uni- have mushroomed in size, the U.S.'s self-proclaimed

The U.S. Defense Depa- military research centers enlisted the aid of univer- the creation of in- organizations (as in the c- Defense Analyses) and inducements to universi- an existing facility (as v- Rochester undertook to for Naval Analyses).

Where direct universi- proven feasible, the Pe- network of para-u- research organizations "campus-like environmen- many rituals of academic example of this kind of i- Corporation).

In addition, scores military research organiz- by American universi- installations have com- relationship with the g- Funded Research and (FFRDCs).

As such, they receive their income from Fed- "under the direct Government."

According to the Foundation, FFRDCs

What's This About Politics, I

Slavic Languages Dep- deny that there is int-

So logically he's really want to stop this would cause g- sometimes interfere knowledge. He does of the university—w- certain kinds of poli-

In practice, what politics of stability Moser "academic or- doing research for a- the CIA—and suppo- university who favo- it is.

This ignores the purpose of a universi- this does not mean should be done at a- choices must be ma- choices look a lot lik- only puts us back v-

When the neces- pointed out, people

What's The Matter?

It really seems as if everybody on this campus is without complaints, feels their life is just swell and the University is super-doo. At any rate, they don't write any letters to the editor, and letter writing has been one of the main form of expressing gripes around here. Of course, you can write a letter in praise of something, or you can write a letter about how you can't make up your mind or think that whereas some things are good nevertheless some things are bad. Anyway, write us a nice succinct letter, pack a punch and get your name in the Hatchet.



cast journalists
ask the hard
questions?



Will there ever be a serious,
in-depth interview with the
President on TV?



Will the President again skirt
some of the basic first questions?



Be sure and tune in next month
but don't expect any answers!

THE HATCHET JOURNAL
Published weekly by the
University of Wisconsin-La Crosse

The Pentagon's Vast Campus Network

Michael Klare
Legal Press Service

... of the nation's universities,
its technological resources and
as a vast military research
and expanded by the

War Two, a number of
ones developed into sizeable
forming themselves into vast
ment laboratories, employing
scientists and technicians. The
characteristics of university warfare
concentration of scientific
conditions of relative
they particularly attractive to
performers of military research
ugh originally intended not to
such university research centers
and in size and importance during
elamed Cold War.

Defense Department has established
centers at selected universities,
of university administrators in
of independent research
in the case of the Institute for
ses) and offered financial
universities that agree to adopt
ity when the University of
took to administer the Center
es).

university participation has not
the Pentagon has created a
para-universities-independent
nizations which boast a
environment" and adhere to the
academic life (the most famous
kind of institution is the RAND

scores of semi-autonomous
n organizations were established
universities. Some of these
ve come to enjoy a special
h the government as Federally
ch and Development Centers

y receive at least 70 percent of
om Federal agencies, and work
direct mentorship of the

to the National Science
FRDCs are "organizational units

cs, Prof. Moser?

pages Department and he can hardly
ere is intrauniversity politics.

ally he's a great puzzle. He can't
to stop all political activity, since
cause great dislocation and also
interfere with the pursuit of
He doesn't want to take politics out
ersity—what he wants is to take out
s of politics.

ce, what he wants is retention of the
stability and expedience. To Prof.
ademic order" means, for example,
rch for anyone who pays—including
d supporting those groups within a
who favor retaining such research as

ores the fact that while the essential
a university is to pursue knowledge,
not mean that all types of research
one at academic institutions. Ethical
st be made. Sometimes these ethical
k a lot like political choices, but that
s back where we started, doesn't it?
ne necessity for ethical choice is
t, people like Prof. Moser generally

associated with universities and colleges whose
creation and operation are not primarily related
to the main function of the administering
universities and colleges."

Even when not recognized as FFRDCs,
campus research centers can be found at most
universities. In the main, these institutions work
on military and space "hardware" the
mechanical equipment needed to outfit an army
or launch a space vehicle. Increasingly, however,
they are devoting themselves to developing
"software" systems—the mathematical and
analytical models used in systems analysis,
operations research and related methodologies.

As cold-war defense appropriations soared,
ambitious researchers—many of them associated
with the Defense Department as
consultants—could get impressive contracts from
the government. Most of these went to
semi-autonomous research centers like Michigan's
Willow Run Laboratory and the Cornell
Aeronautical Lab, which could meet the
Pentagon's strict security requirements.

Many of the scientists associated with these
institutions and others like them (e.g., the
Lawrence Radiation Laboratory, and the Los
Alamos Scientific Laboratory at the University
of California) have been able to augment their
incomes by setting up war-related,
Defense-oriented "spin-off" companies which
market the products developed in university
laboratories.

In fact, as one penetrates further into the
military research network, the distinctions
between academic and non-academic functions
tends to disappear.

The trustee or administrator of a university
research institute is more often than not the
executive of a spin-off company located in the
nearby industrial park, and at the same time a
consultant to the Pentagon bureau which
monitors contracts in his field of research;
RAND, IDA and the other independent
"think-tanks" often act as middlemen in these
consortia.

The House Committee on Government
Operations in 1965 estimated that at that time
two-thirds of all scientists and engineers engaged
in research and development work were
employed on federally-funded projects.

Since almost 90 percent of all federal research
and development funds are contributed by either

the Department of Defense, the National
Aeronautics and Space Administration or the
Atomic Energy Commission, it is safe to assume
that a majority of these scientists and engineers
were committed to war-related work.

The committee also noted, that by providing
about 70 percent of all research funds received
each year by educational institutions, "the
Federal government reaches within the higher
education system to claim a substantial share of
the working time of the college and university
faculties, and a very high share of the time of
science faculties."

The committee observed the
obvious: "Colleges and universities have
responded to Federal demands for research by
channeling an increasing number of professional
employees into research work, by reducing
teaching time of research-performing faculty, and
by offering such reductions as inducements to
attract new faculty."

The ability of top universities to attract the
best scientists has in fact created a "brain drain"
from poorer institutions—four-year colleges,
junior and community colleges—and from certain
sections of the country—Appalachia, the Deep
South, the Plains and Mountain states.

For the past two years, student opposition to
university-conducted military research has been a
major issue all over the country. Successive
campaigns, first at Columbia, then last spring in
the nationwide protests against the military
following the invasion of Cambodia, have
produced a number of conspicuous realignments
in the military research network.

Mike Fruitman

Let Assembly Try Again

With the hint of possible
resurrection of the now defunct
student assembly in the air, the
cocoon of possible assembly
presidents and the like are
beginning to awaken.

The camps are already clearly
divided. Last year's abolitionists
are still running against a student
assembly. Veteran political
activist Jim Kilpatrick has vowed
that should resurrection of the
assembly become fact, he will
put together a slate running on
the abolitionist ticket. Why is he
against the assembly? "The
assembly does not function as
representatives of the people. It
is full of power-crazy maniacs
who are more concerned with
their own political ambition
than they are with representing
their constituents."

Kilpatrick is of the opinion
that the only effective voice in
the realm of university
government would be a body
comprised of students and
faculty together.

Among those who would like
to see a student assembly alive is
Craig Hillegass, a budding
campus politico. He feels that
GW students deserve to have a
representative body.

According to informed
sources, the referendum on
bringing back student

government will not be held
before March first. It will be
administered by the IAC. At
least 700 "yes" votes are needed
to resurrect the assembly. If,
though, the abolitionists get
more than 700 votes, that
number may not assure the
rebirth. In Hillegass' view,
however, 1,000 positive votes
would be needed to insure
strong student support for the
idea.

The arguments of the
abolitionists are well taken. It is
well-known that the assembly
has not worked effectively in the
past. It is also well-known that
those involved with the
assembly, in any year, are bound
to be ego-tripping to some
degree. But what of it? Does

anyone ever run for anything
entirely out of pure motivation
to serve others? I doubt it.

The idea of a student
assembly, with all its inherent
faults, deserves another chance.
If the ego-tripping
representatives of a new
assembly can accomplish their
goal of responsibly serving their
student body constituents, then
a new assembly might just be the
needed first step towards
effective, mature University
government at GW.

The students, especially
freshmen, who were not here
last year, are getting their chance
to decide. After last year's
fiasco, those who would run this
year just might take the job
seriously. Let them try it.

Center 433

HATCHET

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Peoples Of U.S., Vietnams Unite

Joint Treaty Of Peace Between The People Of United States And The People Of South Vietnam And North Vietnam

Be it known that the American and Vietnamese people are not enemies. The war is carried out in the names of the people of the United States and South Vietnam but without our consent. It destroys the land and people of Vietnam. It drains America of its resources, its youth and its honor.

We hereby agree to end the war on the following terms, so that both peoples can live under the joy of independence and can devote themselves to building a society based on human equality and respect for the earth.

Peace Pact Endorsed

CHICAGO, Ill. (CPS)—The People's Peace Treaty has been endorsed by representatives of 119 organizations and 12 collectives linked in the National Coalition Against War, Racism and Repression (NCAWRR).

In a meeting here Jan. 8-10, the coalition pledged support to many actions, including: ratification of the Treaty; work stoppages; nationwide boycott against Standard Oil; tax resistance; scab lettuce and A & P grocery store boycotts; and support of the National Welfare Rights Organization demand for a guaranteed minimum national income of \$5500.

A variety of spring actions were also discussed, including legal, peaceful mobilizations for those people like GI's who face special legal harassment.

The non-white caucus and a number of women challenged the NCAWRR commitment to deal with the oppression of women and minority races in America.

The coalition included in the preamble to its Treaty endorsement a clause stating that "in rejecting the war we also reject all forms of racism that discriminate against people on the basis of color, class, sex, national origins and ethnic groupings which form the past and present policies of the United States government."

Many organizations, including National Student Association (NSA), New University Conference (NUC), Committee of Returned Volunteers (CRV), Women's Strike for Peace, Clergy and Laymen Concerned About the War, and the War Registers' League have already begun to circulate the Treaty.

In Washington, the National Student Association is gathering signatures of student body presidents and college editors endorsing the Treaty. In 1968, NSA, in a similar move, focused national public opinion on resistance to the draft and the war by collecting more than 250 signatures of student presidents and editors on a "We Won't Go" statement.

Also in Washington, a spokesman for the Student Mobilization Committee, who recently moved their national headquarters there, says SMC (and the National Peace Action Coalition, NPAC, which it controls) would determine the nature of its support for the Treaty at its national convention Feb. 19-21 (after the Feb. 5-7 national conference on the Treaty at Ann Arbor) at Catholic University in Washington.

NPAC has called for large anti-war demonstrations in Washington and San Francisco April 24.

1. The Americans agree to immediate and total withdrawal from Vietnam and publicly to set the date by which all American forces will be removed.

2. The Vietnamese pledge that as soon as the U.S. Government publicly sets a date for total withdrawal:

a) They will enter discussions to secure the release of all American prisoners, including pilots captured while bombing North Vietnam.

b) There will be an immediate cease-fire between U.S. forces and those led by the Provisional Revolutionary Government of South Vietnam.

c) They will enter discussions of the procedures to guarantee the safety of all withdrawing troops.

3. The Americans pledge to end the imposition of Thieu-Ky-Khiem on the people of South Vietnam in order to insure their right to self-determination and so that all political prisoners can be released.

4. The Vietnamese pledge to form a provisional coalition government to organize democratic elections. All parties agree to respect the results of elections in which all South Vietnamese can participate freely without the presence of any foreign troops.

5. The South Vietnamese pledge to enter discussion of procedures to guarantee the safety and political freedom of those South Vietnamese who have collaborated with the U.S. or with the U.S.-supported regime.

6. The Americans and Vietnamese agree to respect the independence, peace and neutrality of Laos or Cambodia in accord with the 1954 and 1962 Geneva conventions and not to interfere in the internal affairs of these two countries.

7. Upon these points of agreement, we pledge to end the war and resolve all other questions in the spirit of self-determination and mutual respect for independence and political freedom of the people of Vietnam and the United States.

By ratifying the agreement, we pledge to take whatever actions are appropriate to implement the terms of this joint Treaty and to insure its acceptance by the government of the United States.

(Based on the areas of agreement between the Joint Declaration of Peace with the South Vietnamese Students and the Joint Declaration of Peace signed by representatives of students in North Vietnam, the NLF, and the U.S., and after discussion with Vietnamese in Paris, a common declaration of peace, printed in full above, was written and agreed to by three Vietnamese groups and the Americans. This document will be submitted to a wide range of organizations in the U.S. and Vietnam. Whenever possible it will be submitted for ratification either by referendum or by vote of the official governing body in cities, towns, and states and by religious, labor and civic organizations, in the schools and universities, women's groups, professional groups, business groups, the organized poor and any other groups whose integrity or life is threatened by continuation of the war. It is expected that many groups will draft their own preambles to reflect their special concerns or experiences. In addition, both official and unofficial groups and bodies are encouraged to append their own statements of the methods by which they intend to try and implement or enforce the treaty.)

tear out, and return to Frank Greer, U.S. National Student Association,

2115 S St., Washington, D.C., 20008

This signature indicates my agreement with the points set forth in the JOINT TREATY OF PEACE BETWEEN THE PEOPLE OF THE UNITED STATES AND THE PEOPLE OF SOUTH VIETNAM AND NORTH VIETNAM. You may add my name to the list of signers.

signed _____

HATCHETIZE URGENTLY

John Wayne does. So all editors, reporters, proof-readers, shoo-boppers, galley waxers, photographers and significant others should come to tonight's staff meeting at 7:10 p.m. in the office.



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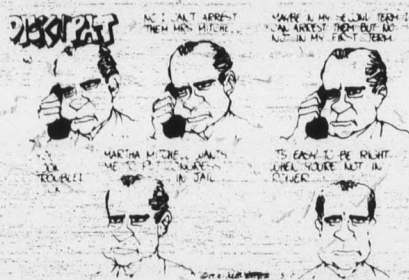
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Schools Cannot Tolerate Violence

"Universities should charge students the full cost of their education. I favor making generous loans available at the state and local level because any young person unwilling to assume a large debt for ten years lacks the maturity necessary for college."

These assertions were made by Rep. Phillip Crane (R-Ill.), at a dinner for some 60 members of the American Association of University Professors for Academic Order in the Faculty Club Saturday night.

"Our educational system has decayed to such a point," he claimed, "that reading courses must be given at universities." Crane proposed that only "the top 15 per cent of American youth" should be allowed in college.

"With 45 percent of all 18-22 year-olds in college," Crane claimed, "the drop out rate is extraordinarily high and this larger enrollment on campuses results in the watering down of educational standards."

Commenting on campus unrest Crane said, "presently, at some of our best institutions for higher learning, dissent is being attacked. Violent dissent is a contradiction in terms." He added that too many people have lost sight of the fact that dissent must be preserved, but "violence must never be tolerated in any educational situation."

Crane said he "agrees" with the young people on the need to "destroy many evils." "But," he said, "these methods will lay the framework for a totalitarian government."

Nazis Idealistic

"We all appreciate the idealism of youth," Crane said, "but it must be remembered that many Nazi youths were very idealistic."

He argued that the "insidious notion of Marx was that man is going onwards and upwards to an ultimate Utopian socialistic state. From this," he said, "comes the idea that we have to learn truth from the younger generation. In fact, the younger

generation is less bright and less well-educated than previous generations."

In his address Crane also commented upon post-graduate work. "The deterioration of graduate schools is occurring," Crane continued, "because of its large number of PhD candidates. In turn, we have downgraded vocational training and blue collar work is looked down upon."

Crane read a list of what he termed "positive recommendations" for the

educational system. His points included decentralization of universities to avoid continued depersonalization of the educational experience; and establishing schools of 1,000 students with pooled laboratory, library and athletic facilities.

Crane stated that "both sides must be represented in the social sciences." "One side," he said, "is normally denied the right to be heard. There is plenty of money available for left-wing speakers but there seems to be none for the other side."

Dr. Axelrod To Deliver Sesquicentennial Speech

Dr. Julius Axelrod, Nobel Laureate in Medicine and Physiology for 1970, will deliver the principal address at the Feb. 15 at GW's Sesquicentennial Convocation to be held in Constitution Hall at 8:00 p.m.

Dr. Axelrod, who received an Alumni Achievement Award from GW in 1968, will be awarded the honorary degree of Doctor of Laws.

University President Lloyd H. Elliott will confer the honorary degree on Dr. Axelrod and will deliver the traditional address to

the approximately 800 students who will receive degrees.

Dr. Axelrod is a frequent lecturer at the GW Med School and serves on the examination committees of some doctoral students in biochemistry and pharmacology.

He received his doctorate in pharmacology in 1955 from GW and is currently Chief of the Section on Pharmacology, Laboratory of Clinical Science, National Institute of Mental Health, at the National Institutes of Health in Bethesda, Md.

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classified ads

For Sale

Meal ticket for sale. Girls only. \$7 weekly. Good for all meals. Call 333-7567.

Kittens! Black and beautiful, with a little spot of white to relieve your suspicion. A lovely gray kitten with white markings is also available. Ready to be your very own by mid-February. Phone 332-3087 days, and 232-7065 evenings.

Car for sale: '68 Camaro, with 327, 3-speed on floor, new wide oval tires, posi-traction, corvette bronze paint, black vinyl roof. Call Steve after 8 p.m. at 833-1334.

Brown Edwardian leather jacket, excellent condition. Best offer. Call 833-1959.

Personals

Martin: Where the hell is Buzzer? The staff.

Miss W.: Your writing is certainly more exciting than the N.Y. Times. M.

To Zsa Zsa Gabor and Zane Grey: We challenge you to a Boticelli game on Feb. 26. Signed, Zorba the Greeks.

Wanted

Job opportunity for enterprising male freshman or sophomore. Begin as messenger, mail room clerk, courier to New York. Must be available immediately. Good advancement within three months. Call 347-6566.

Parking space wanted, near GW. Will pay \$10 per month. Michael, Mitchell 104.

Travel

Student Travel. Trips, charters, Europe, Orient, around the world. Write S.T.O.P., 2150 C Shattuck, Berkeley, Cal. 94704... or see travel agent.

Rooms and Rides

Furnished apt. for rent: Arlington, Virginia. \$66.66 monthly, with bed, table, free parking, playground, dishwasher, swimming pool. Call 920-1852.

Student with car wanted to drive between Washington and Alexandria, Va., four or five times per week. Good pay. Call Max at 833-2362.

Roommate needed to share house near the zoo, 10 minutes from GW campus. \$50/month, plus utilities. Will have own room, share bath and kitchen, fireplace, parking. Call 332-3370 anytime.

Room and board in return for babysitting (two small children). Large sunny room with bath. Central location. Call 234-4144.

Roommate wanted, male or female, to share small foggy bottom apartment. Cheap rent. Call 337-7133.

One phantasmagoric roommate needed to room with two charming girls at the Columbia Plaza of plenty. Good accommodation rate \$78 a month of fun. For a gold and silver experience, call Bobbi, 223-0120.

REWARD—Need a house near campus for next year. We will pay through the nose for information leading to the signing of a lease. If you've got a house or know of one, Call Steve at 833-9182.

Efficiency available now. Male or female occupancy. Modern apartment building with private swimming pool and all modern amenities. \$175 a month. Call Ginny, 833-2564.

One female roommate wanted for a large one bedroom apartment, \$82 a month including utilities. Call Ginny, 833-2564.

Whatnot

Free abortion counselling, a service of D.C. Women's Liberation. 483-4632.

Take a 10 min. walk to 1126 16th St. (at K). Join the vigil protesting the treatment of Russian Jews. 7 days a week, 12:30-12:45 p.m. You owe it to your oppressed brothers and sisters in Russia. See live anti-Semites walk-by! Bring a camera.

A college for the individual and his creative expression. Mary Hopkins College, Box 826B, Brattleboro, Vermont 05301.

Introduction to law school for undergraduates. In existence for over 1 1/2 years. No similar course or guidance offered by GW. No books, no tests. Enrollment limited. 293-3069.

Doing the same old thing this summer? Ho hum. Why not try something different and exciting? If you like meeting people, enjoy working at a beautiful summer resort in Massachusetts, with surfing,

boating, guys and girls just down the street, sign up with a really swinging company. For more information, call Jim at 293-6352. Leave name if he's not in.

Going to law school? Get a head start on your future classmates. We offer an introduction to the study of law and to typical first year law courses, in addition to general guidance and discussion. Take some of the mystery and fright out of entering law school. Enrollment is limited. Dial 293-3069.

Leonard Rigerman was given permission to leave Russia. Big deal! That only leaves 2,999,999 more Jews to go!!! For information on what you should do, call 676-7574 or 293-6352. Remember, you can't say you didn't know this time!

Introduction to law school for undergraduates. Learn basic legal principles. Get answers to your questions about law schools. No similar course offered. In existence over a year and a half. Courses will not interfere with your regular class schedule. No books to be bought. Get a jump on your future classmates (or at least keep up with those who have taken this course). Enrollment is limited. Course begins the week of February 8. Call 293-3069.

Bulletin Board

Monday, February 1

IMPORTANT HATCHET STAFF meeting. All staff invited. Future editorial and news policies will be discussed. Hatchet offices, Center 433, 7:10 p.m.

DRAFT COUNSELORS TRAINING session will be held at the Concordia United Church of Christ, 20th & G Sts., at 8:00 p.m. All those interested in being trained as a counselor for the GW Draft Center please attend. Those who cannot attend, please contact Mal Davis.

ACADEMIC EVALUATION

Tuesday, February 2

MEETING OF everyone interested in reviving or resuscitating or renovating or reconstituting the Academic Evaluation, old or new. Come to room 421 of the Center at 7:30 p.m. If you have any questions before the meeting, call the Evaluation patron, Jackie Dowd, at 676-7553 or 293-1537. Please do not come wrecked.

UCF Campus Minister, at 2131 G St., 338-0182.

Tuesday, February 2

THE STUDENT-FACULTY UNION will meet in Center 415 at 12:15 p.m. to elect officers.

WOMEN'S LIBERATION, Center 437, 7:30 p.m. Practice and work on March 8-play. New women interested in working or being in the play urged to attend.

Thursday, February 4

SKI CLUB MEETING, Center 406, 7:30-10 p.m. All members and interested skiers asked to attend.

Notes

INTERNATIONAL FOLK DANCING every Saturday night beginning this week, 8:00 p.m., Building K, 817 23rd Street. All welcome—beginners to professionals. For information call 338-5458.

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The Captain Raps

by Jerry Cooper
Asst Sports Editor

Who is Ralph Barnett? Easy enough. Ralph is a senior at George Washington University. He is captain of the basketball team as well as being one of its starting guards. He is amply praised for his defensive abilities. He is often criticized for not using his excellent offensive talents more.

A resume like that would be proper for a press book release. However it doesn't answer the most important question. What does it mean to be those things. What is Ralph Barnett?

A resume cannot tell how much Ralph demands of himself. As captain he would rather set an example on the court than give rah-rah talks in the locker room.



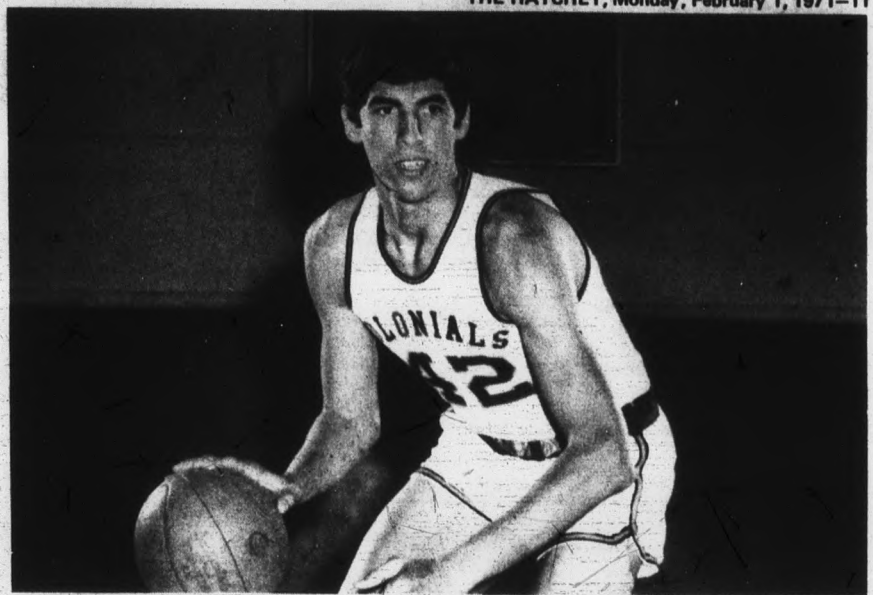
Although he is constantly hustling, he feels that he and the other guards have been a disappointment to Coach Slone. He cites the guard play rather than the many injuries for the disappointing performance of this year's team. Despite the ready excuse of the injuries, he is too much of a man to excuse poor play. Except for the coaches and the players, he feels everyone is using the injuries as an excuse.

Ralph is suffering more than most because this is his last year.

This is the year which he feels he will be remembered for. Declining to make predictions because of a tough schedule, Ralph is ready to play all out for the remainder of the season. That type of attitude can only help the team. Ralph feels that if the team can play together and continue to get excellent play from its big men things have to improve.

While discussing why he did not shoot more, team unity was mentioned once more. He felt that by not shooting he can show that the other players will not be facing a unique experience when they get the ball. Ralph operates on the theory that waiting for the good shot can become contagious. However he has taken the practice to extremes. He feels that he must actually try to be less selfish and not pass up shots when they present themselves.

Ralph is not just a player. He is the type of man who enjoys the notoriety that comes from playing basketball. He just wants the notoriety that comes from being a winner. He is setting a good example.



Walt Szczerbiak once more showed individual brilliance as he scored 41 points in the Buff losing effort against the West Virginia Mountaineers.

Mountaineers Crush Buff Despite Szczerbiak's 41

by Martin Wolf
Sports Editor

Forwards Larry Harris and Dick Symons came off the bench to wipe out an 11 point lead and send the West Virginia Mountaineers to a 105-96 win over the Colonials, Saturday afternoon at West Virginia.

In an extremely sloppy game, GW committed 27 turnovers to

WVU's 16. On one play the Mountaineers lost the ball and recovered it twice before finally losing it a third time to the Buff.

For the first eight minutes GW could do little wrong and WVU little right. Walt Szczerbiak and Mike Battle shot the fumbling Mountaineer defense to pieces but until the final six minutes of the game, they were the entire offense.

Szczerbiak was outstanding, scoring 41 points for a career high, as he connected on 17 of 21 from the field. He hit from the corner and from underneath and West Virginia could not stop him.

Battle was extremely sharp in the first half dominating both of West Virginia's centers 7-0 Mike Heitz and 6-5 Sam Oglesby. However, the well-rested Mountaineer centers began to take over in the second half.

When guard Ralph Barnett got into foul trouble in the first half the Colonial defense began to give way. With Harris and Wil Robinson hitting from the outside and Symons moving inside, the GW lead rapidly disintegrated.

Down by 11 at one point, the Mountaineers rallied, took the lead and stretched it to nine at the half. The Colonials could come no closer than seven points the rest of the way.

Coach Slone singled out the large number of turnovers committed by GW as the main reason for the loss. These were especially annoying, he said, since West Virginia "tried their best to give it to us." The Colonials, however, were even sloppier.

The only scoring help that Szczerbiak and Battle got came from Ronnie Nunn, late in the second half. Displeased with Nunn's recent performances,

Slone started Jack Eig, who had looked good in practice and "deserved a chance to play."

This benching had its desired effect. Nunn, whose shooting percentage had become anemic, shot a strong seven for 11 from the field. By that time, it was too late.

In addition to their poor ballhandling, the Colonial defense caved in after Barnett picked up his third foul midway through the first half. Robinson, a lightning fast guard, ripped through the GW defenses for 34 points.

When Robinson wasn't firing in jump shots, Harris, a fine looking sophomore forward, was hitting long ones from the corner. Harris hit for 11 points during the seven minute stretch when the Mountaineers bounced back from a 22-11 deficit to grab the lead at 31-28.

One of the biggest surprises was the good play of Tim Riordan. Though in for only four minutes, the 6-6 Colonial hit a pair of nice hooks and seemed surer of himself than in the past.

The game was played in the Mountaineers' new 14,000 seat fieldhouse, the site of next year's NCAA Eastern Regionals. Coach Slone called the domed structure, "one of the nicest gyms I've seen."

GW plays host to Navy Wednesday night at 8:30.

GEORGE WASHINGTON									
	PG	FT	R	PF	T				
Szczerbiak	17-21	7-12	8	3	41				
Johnson	2-7	0-2	6	2	4				
Battle	6-13	4-6	10	1	16				
Barnett	1-3	3-3	0	4	5				
Eig	2-10	3-1	0	3	7				
Rhyme	1-5	0-2	3	1	2				
Nunn	7-11	1-2	3	1	15				
Click	0-0	0-0	0	0	0				
Riordan	3-4	0-0	1	1	6				
Totals	39-74	18-29	34	16	96				
WEST VIRGINIA									
	PG	FT	R	PF	T				
Kierz	1-4	0-1	1	1	2				
Oglesby	7-14	1-2	6	5	15				
Heitz	5-9	1-4	6	3	11				
Phillips	1-1	0-0	0	0	2				
Robinson	14-24	6-8	2	3	34				
Brice	4-7	0-0	2	3	8				
Harris	10-17	2-3	7	3	22				
Symons	5-8	1-2	6	4	11				
Totals	47-64	11-18	37	24	105				

SPORTS

Center Tourney Completed

by Barry Wenig
Sports Editor

On Friday and Saturday January 29-30, the Student Center of GW was the host site for Region IV of the Association of College Unions-International Tournament. This yearly tournament enables students to compete with schools from their own areas and to proceed to national events.

Region IV includes approximately 34 schools with some 300 students competing for honors in bowling, billiards (both pocket and three cushion), table tennis, chess, and bridge. Only bowling, bridge, and billiards have national finals.

GW, did surprisingly well, capturing three first place honors.

Ed Kitces, a GW senior, captured the chess competition

as he nudged out Mark Schneider of Maryland. Kitces also combined with David Silverman to claim the team title.

GW's other victor was Todd Gannet who triumphed in the singles bowling with a 650 series that included a near perfect 298 game.

Other winners in Mens' bowling were West Virginia which took the team crown, Robert Ahlfeld and Roy Freemer of Maryland who swept the doubles, and All-Events winner Dirk Jackson of WVU who will go to the nationals.

Women's bowling was highlighted by Kathy Mara of Penn State who took the All-Events crown and will go to Atlanta for national competition.

Kathy's Penn State squad

took the team title while Karen Myers and Ginny Sells of Maryland swept the doubles with Linda Sinopoli of Montgomery winning the singles.

Women's pocket billiards went to Margie Pearson of Maryland while the Men's competition was won by Albert Scheller of Maryland. Three cushion title fell to Charles Ludwig of West Virginia.

Elaine Fantaske of Slippery Rock St. and Dick Chen of Md. took top places in table tennis singles with Gettysburg and WVU topping all teams. Johns Hopkins rounded out the victors with the bridge championship.

Director Gay Martinson called the tourney a successful event and attributed much of the success to GW's Bob Case who prepared the facilities expertly.



The ACU-I Regional Tourney held at the Center included bowling as one of its events. photo by Lange

Top Twenty

by Martin Wolf

1. Southern California 16-0
2. UCLA 15-1
3. Pennsylvania 16-0
4. Kansas 14-1
5. Marquette 16-0
6. South Carolina 11-3
7. Jacksonville 14-2
8. Houston 15-3
9. Indiana 9-3
10. Tennessee 13-3
11. Kentucky 13-3
12. Oregon 12-2
13. Notre Dame 11-5
14. Utah State 17-2
15. LaSalle 14-1
16. Western Kentucky 14-3
17. Villanova 15-4
18. Illinois 10-2
19. Fordham 13-1
20. Duquesne 12-2

Fifteen Minutes Every Day

Jews Hold Vigil Near Russian Embassy

A vigil protesting the treatment of Russian Jews has been held daily since December across the street from the Soviet Embassy on 16th St.

The group of 20-30, made up of professional people working in the area and a few students from local colleges, stands in front of the building of the International Union of Electrical Workers. Since the group is made up largely of working people, the vigil is held from 12:30 to 12:45, during the lunch period.

This is the same time the Embassy employees take their three hour lunch. As they leave the embassy, they are greeted with stares from those across the street.

The group claims not to be an organization by itself, but rather, made up of several local groups. There are members of the Washington Committee on Soviet Jewry, Baltimore-Washington Union of Jewish Students, Jewish Community Council, Zionist Organization of America, GW's Jewish Activist Front, AU's Associated Movement for Israel, and other Jewish groups.

The vigil does not harass people as they leave the embassy. Rather, as one person said, "we try to communicate with the Russians," to find out about the situation of the Russian Jews. According to one member of the group, the Russians generally refuse to "admit there is a Jewish

question in Russia." "Usually they try to rush past us or sneer at us", one person said.

Members of the vigil claim that they have been harassed by the Metropolitan Police and the Executive Protection Service. Since the beginning of the vigil, the police have taken pictures of it daily. When questioned why the pictures are being made, the police have replied "We're just taking pictures of the buildings."

Many members of the vigil have voiced their objections to

the picture taking by the police, saying that it is a "form of harassment and possibly violates our civil rights." A photographer from the vigil has been photographing the police as they take the pictures.

At 12:30 the people usually take positions on the sidewalk, looking at the embassy. Finally, a police officer walks over and tells the group that they have to break up into groups of two, or they will be violating the law, prohibiting demonstrations

within 500 feet of an embassy. At 12:45, without any fanfare, the group breaks up.

They have pledged to carry out the vigil for as long as the situation in Russia warrants it. The lines are bolstered daily by people walking and joining, upon learning the cause.

The secretary of the International Union of Electrical Workers, David Fitzmaurice, was arrested last December for

raising an Israeli flag from the Union's flagpole in front of their building. The police considered it a demonstration, although no other people, except police and press, were there when he did it. The Union has brought the case to court, making it a test of the 500 ft. rule, which they consider unconstitutional. They point out that other buildings in the area raise foreign flags daily.

Dr. Livingston, I presume?



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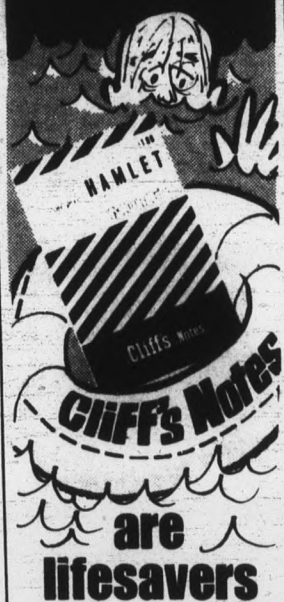
On Campus Interviews

March 5, 1971

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Student Affairs Supplement

Text of New GW Judiciary

The full text of GW's new judiciary system is reprinted in this insert, sponsored by the Student Affairs Division.

The system was considerably revamped this year. After lengthy debate by the Faculty Senate, the

package was okayed in December, and approved in mid-January by the Board of Trustees.

The school's new system is now in five parts: specialty (traffic, etc.) courts, the student court, a student-faculty committee on appeals,

private hearings by administrators and a special review committee.

The document also calls for a new Committee on the Judiciary, and an executive secretary to handle administrative matters for the courts. It was announced this week that

ex-Hearing Committee Chairman Prof. Richard Allen will fill the post.

One of the more significant products of the document is the qualification that cases involving severe offenses will bypass the Student Court and go directly to the appeals board.

101. Authority for Student Discipline. Ultimate authority for student discipline is vested in the Board of Trustees by the University Charter. Authority to discipline and control student conduct prior to action by the Board of Trustees is vested in the faculty of the University. The powers of the Board of Trustees and of the faculty may be delegated to such individuals, committees or organizations as the Board or faculty may respectively choose.

102. Student Regulations, Codes of Conduct, Policies. The general policy of the University is to put all special rules of conduct and requirements of students in writing and to publish such rules and requirements in a manner reasonably calculated to inform affected students. Prior to enrolling in the University students shall be informed explicitly that the University requires students upon enrolling to submit to its disciplinary authority, that the sanctions for violation of such rules and requirements may include permanent expulsion from the University and that such expulsion may make enrollment in another college or university very difficult, and that the University reserves the right to change such rules and requirements after the enrollment of a student. Students shall also be informed that regulations or requirements applicable only to a particular program, faculty or class of students may be published in a manner reasonably calculated to inform affected students.

103. Interpretation and Construction of Rules and Regulations. The general policy of the University to make special rules and requirements explicit does not constitute an undertaking to define breaches of discipline in exclusive terms. The purpose of putting such rules and requirements in writing is to give students general notice of limitations on conduct. Such rules and requirements should be read broadly and not construed narrowly, as a criminal statute might be read. Students shall be informed that the prescriptions and proscriptions are to be read broadly. Nevertheless, persons responsible for drafting rules and requirements should make them reasonably definite.

procedure will not invalidate a decision or proceeding unless significant prejudice to the student defendant or other party is the result of such variation. To this end, individuals and bodies delegated authority to make disciplinary decisions shall enjoy considerable discretion to interpret, vary and waive procedural requirements to the end that a just and fair decision may be obtained.

5 Responsibilities

106. Disciplinary Action, Counselling and Educational Objectives. The University's interest in student misconduct involves five responsibilities of the University: the responsibility to create and maintain an environment in which inquiry, learning and scholarship may flourish; the responsibility to nurture and promote the health and growth of the individual student; the responsibility to provide opportunities for the development of intellectual, professional, social and recreational associations and activities within the University community; the responsibility to provide reasonable security to persons and property entrusted to or associated with the university; and the responsibility to provide a sound, disciplined and systematic program of instruction, examination and certification of achievement so that its functions as an institution of higher education may be fulfilled.

These responsibilities may conflict when the needs of the individual student, or his conduct, vary sufficiently from the norm. Similar conflict may spring from the perceived needs or the conduct of groups of

students. The University recognizes that there is no formula or set priority that it can adopt in advance, but that special cases may involve special treatment. Nevertheless, in general terms, the University must commit its policies and resources first of all to protect and promote academic freedom and its associated ideas and activities. More than anything else, academic freedom is the peculiar and unique social trust of the universities. Next, as a general rule, the University must prefer those functions and responsibilities that are social or widely shared to those that are individual or narrowly held.

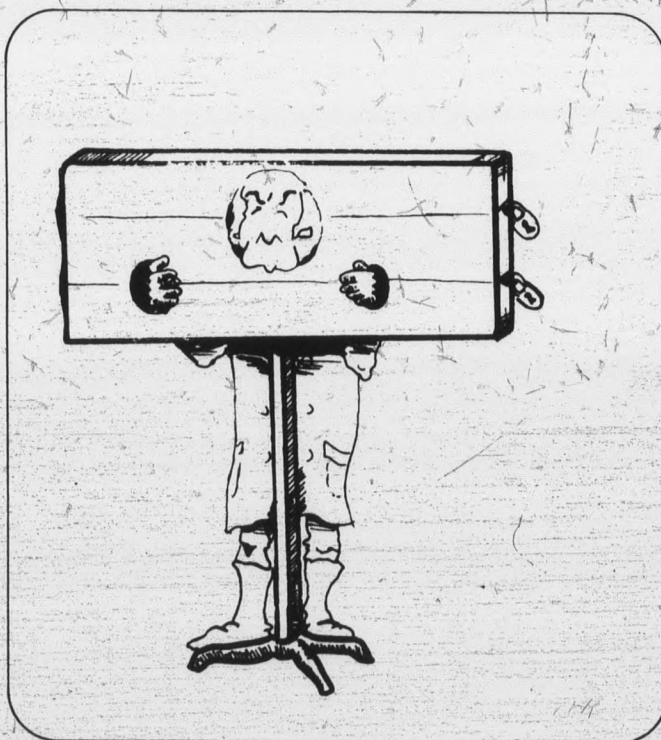
Finally, in regard to the individual, when the University must choose between the interests of other students, the limited resources of the University may require that the psychological, disciplinary, educational or other demands of such student be left to other agencies or institutions. These distinctions spring from difficulties the University has found in mixing incompatible functions or responsibilities. The University is uncomfortable in the role of a prosecutor of students, and finds such a role disruptive of other duties of counselling and guidance. Nevertheless, the University is a large, complex community of human beings and the disciplinary functions must be fulfilled. The University shall adopt, therefore, such discriminations in assignment of duties as will minimize the conflicts of interests and functions described above.

107. Student Participation in the Disciplinary Process. The University believes that students have an important interest in and valuable insight into student misconduct. The University has adopted a policy of and provided a mechanism for the participation of students in the formulation of general standards of

Predictive Rules

104. Implicit Authority, Implicit Notice, Customs and Conventions. The University is not an institution so alien and unfamiliar to students that every kind of offensive conduct or breach of discipline need be anticipated and explicitly forbidden. Such predictive rule-making is unnecessary and impossible. Broad conventions of social usage apply within the University community, such as respect for other persons, for those responsible for University functions, and for property. Broad rules, merely reminding students of their obligations in this regard, should be incorporated in the general University regulations. In this sense, general notice should be given students of the authority implicit in faculty, administrators, staff and student employees and officers to exercise such authority as is reasonably required to fulfill their assignments. Similarly, the notice implicit in the customary procedures of a program or faculty may be sufficient to give actual notice to students familiar with such programs of limitations upon their conduct.

105. Standards of Fairness and Student Rights in Disciplinary Cases. The University disciplinary system shall not be allowed to become excessively legalistic or adversarial, and technical variations from prescribed



student conduct. The University has experimented with students as decision-makers in cases of misconduct tried in various areas of and at various levels of University life. The policy of the University is to utilize students actively in the disciplinary processes.

Nevertheless, the University recognizes that interests of individual defendants or of the institution may outweigh the value of student participation, as when the defendant may prefer the privacy of an administrator's hearing or when student participants' resignations, academic demands, disorganization or other factors make a timely or fair processing of a case impossible. While declaring itself in favor of student participation in the disciplinary process and declaring a policy that will make active use of students, the University reserves the freedom to take, in extraordinary circumstances, those steps reasonably necessary to assure the efficient conduct of disciplinary procedures.

No Special Status

108. Civil Authority. The University enjoys no special status in regard to civil or criminal law. The University cannot prohibit the enforcement of law on the campus or against its personnel. It may exercise a very limited control over police action on its own property, but the campus is thoroughly broken up by public streets. In a time of widespread civil disturbances, conduct that might in more peaceful times be left to University action or discipline may lead to arrest and prosecution by civil authorities. The University regrets the tension and conflict, and the ambiguity in students' minds as to who has authority over them. For that reason, the University shall call this matter to the attention of students, and announces that its policy is against the use of the police of the civil authorities or of the civil courts unless serious risks to the objectives outlined in section 106 above make such use clearly advisable.

109. Disciplinary Authority Not Exclusively Judicial. The adoption of a scheme of student courts and disciplinary procedures does not relieve faculty or administrators of their primary responsibilities for maintaining student discipline. Minor or specialty courts are included in the system to handle cases of primary interest to students, such as the student traffic court, the residence halls courts, etc. It seems appropriate for appeals from these specialty courts to go to an all-student court of broader University composition and perspective. The Student Court as a court of original jurisdiction and the bodies above it are provided for adjudicating serious charges of misconduct that may result in very serious penalties, such as suspension, expulsion, or permanent reprimand.

Between these two areas lie the vast bulk of student misconduct problems. It would be absurd to provide elaborate procedural protections and costly hearing procedures to determine that a student seen breaking a window owes the University compensation for the window, or to reprimand a student for displaying disrespect in a classroom for his professor, or to warn a student to stop fighting in a dormitory or face possible suspension or expulsion. Faculty and administrators will be expected to continue to enforce University rules and regulations and to do so in a fair, reasonable and expeditious manner, and to exercise the inherent authority of their offices as required.

Bad Breaches Only

110. Referral of Cases to the Hearing Bodies. In establishing the hearing bodies it is not the University's intent to judicialize every infraction of rules or regulations. The intent is to provide an all-student

adjudicatory body and a joint student-faculty hearing body that will try cases involving serious breaches of University rules, the violation of which may result in the imposition of penalties such as expulsion, suspension, permanent reprimand or other stigmatizing personnel action. The case in which expulsion is sought by the University will be tried originally by the Student-Faculty Committee on Appeals.

Alternative sanctions for misconduct which may be imposed administratively include informal warnings, informal reprimands, letters of warning or reprimand to the student or to the students and his parents, and administrative probation. Whether an administrator should rely upon his inherent authority or seek the additional sanctions available through the hearing bodies must be a matter of discretion. The experience and advice of the University Representative, Section 209, should be sought in doubtful cases, since that officer must ultimately decide whether the case will be brought on behalf of the University. Some questions that reflect what should be the controlling considerations are the following:

a) *Is this conduct so injurious to the University or to members of the University community that a penalty as serious as suspension or expulsion should be sought?*

b) *Is this conduct so symbolic or representative in character of misconduct to the University or its members that a serious penalty should be sought for its deterrent value?*

c) *Is this student so recalcitrant and unresponsive to warnings and counsel that a serious penalty must be imposed on him to induce conformance to University rules?*

d) *Is this student so seriously deviant or threatening to the University community that his temporary or permanent suspension or expulsion should be sought?*

Forcing To Talk

111. Subpoena and Contempt Powers. Courts and hearing bodies of the judicial system may compel attendance and testimony of students found reasonably necessary to the trial of issues and may exercise reasonable control over those before the court, including parties, witnesses, spectators and others present. Obstruction, disruption or recalcitrance may be controlled by the imposition of penalties reasonably proportioned to the offensive conduct, but the imposition of such penalties shall not be the function of the court of hearing body offended. The determination of whether an offense has been committed and what shall be the appropriate penalty shall be the responsibility of the court or hearing body having immediate appellate jurisdiction over the offended body. A separate action will be adjudicated and the University Representative will represent the offended court or hearing body.

112. Who May Appeal. It is the policy of the university to permit all defendants to disciplinary action in which they have been subjected to a significant injury, as contemplated in the Statement of Student Rights and Responsibilities, to appeal as a matter of right. All other parties, and non-parties significantly affected or injured by the outcome, may petition the next higher body, which body will hear the appeal at its discretion.

Faith And Mind

113. Disqualification of Decision Makers. The University requires members of all courts and hearing bodies to disqualify themselves whenever they feel that they cannot in good faith and with an open mind hear the dispute impartially and without prejudgment of the specific case before the body. If sufficient disqualifications reduce the court or hearing body to below its chartered quorum, the trial or hearing will be heard at the appropriate appellate level. If a member refuses to disqualify himself and a party objects, the

remaining members of the court or hearing body will hear arguments and vote secretly as to whether or not the member must withdraw, a simple majority controlling. In the case of the Student-Faculty Committee on Appeals, the Student-Faculty Committee on Academic Discipline and the Special Student-Faculty Hearing Committee(s), vacancies will be replaced by the President of the University by interim appointments. The test for disqualification will include the following considerations:

1) *A member should not judge a case with a closed mind or irrebuttable presumptions of guilt or innocence of any defendant*

2) *A member should not judge a case in which his political opinions loom so large that they will control findings of fact and guilt or innocence or significantly distort his reading of law, regulations or university policy.*

3) *A member should not judge a case involving a party so close to him personally, socially or professionally that his perception of evidence and law may be substantially distorted; and*

4) *A member should not judge a case involving questions of law or procedure on which he holds conclusions so fixed and irrebuttable as to amount to a prejudgment of the case.*

It is to be understood that in the close community of university life it will be expected that administrators, faculty and students may have general or even quite specific knowledge of the case to be heard. Such knowledge is not disqualifying so long as a fair and open-minded approach to questions at trial is possible. It is important that hearing officers with prior knowledge avoid acting on such knowledge without giving the defense an opportunity to rebut it, and that in cases decided on the record that such knowledge be fully developed on the record lest the hearing officer in such cases rely upon extra-recorded information.

201. All-Student Courts of Original Jurisdiction. A system of all-student courts with original jurisdiction over all non-administrative, non-academic disciplinary cases not otherwise excepted by Sections 202, 202.1, 202.2, 203, 204, 205, 206, 212, 218.2, 223.7 and 223.8 is established.

202. Optional Hearing Procedures. Certain choices of hearing procedures will be made available to the parties in the interests of privacy, fairness and preference for initial hearing officers.

Or Deans Instead

202.1 Student Defendant's Option. Student defendants will be permitted the option of having their cases tried before a university administrative officer instead of a student court. The official notifying the student of the charge against him will inform him of this option. The presiding officer of the student court of proper jurisdiction will also inform him of this option prior to the beginning of the trial or hearing. Once the hearing has begun, the option may be exercised only for good cause, as where a student objecting to the disclosure of certain evidence that may be of significant personal embarrassment to him is overruled by the court and the court is persuaded that the risk of embarrassment is real.

202.2 University Representative's Option. The University Representative may bring cases alleging violations of university regulations in the Student Court or lower courts as he deems appropriate, provided that in any case in which the University Representative certifies that a penalty of expulsion or suspension greater than one year may be appropriate the case will be brought for the initial trial before the Student-Faculty Committee on Appeals or the Vice-President for Student Affairs as the student may prefer. If either of these bodies feels that a penalty of expulsion or suspension greater than one year would be excessive on the face of the complaint, it will refer the case to the Student Court.

Timely Actions

203. Failure of Student Court to Exercise Timely Jurisdiction. For each student court of original jurisdiction a set of timely actions will be established to determine deadlines for the acceptance of jurisdiction, the issuance of notice, the beginning of the trial, and other appropriate matters. The failure of any student court to act within the schedule of deadlines established will constitute a surrender of jurisdiction over the case. Upon the failure to exercise jurisdiction or to proceed in a timely way, the case moves to the next higher court or hearing body and the schedule of actions binding that body begins to run upon receipt of the case or the filing of a complaint by the University Representative with the higher body, whichever is earlier.

204. Emergency Procedures When Docket Becomes Overloaded. For each hearing body a docket backlog limit will be established. When pending cases exceed that limit, university administrative action may be taken to assure the timely and efficient processing of cases.

Backlog Limits

204.1 Special Student-Faculty Hearing Committee(s). Whenever the backlog of pending cases exceeds a limit to be set by rule by the Committee on the Judicial System, a special committee will be established as provided in Chapter 5 of this Resolution.

205. Private Bodies, Organizational Discipline, Etc. The jurisdiction of each all-student court will be defined in its charter. College, University, student, professional and social organizations will not be deprived of their power to discipline members or otherwise control their own affairs without an explicit and authoritative withdrawal of such power.

206. The Student Court. An all-student court with original jurisdiction over all non-academic disciplinary offenses for which significant sanctions other than expulsion or suspension for one year or more may be imposed is established and shall be known as the Student Court. The Student Court shall also be vested with appellate jurisdiction over specified lower courts as otherwise provided herein. The Student Court shall have jurisdiction over violations of all university-wide regulations when such violations are not explicitly assigned to another court. The Student Court shall be composed of five students and a non-voting Law Advisor. Jurisdictional limitations of Section 201 and the sections cited therein apply to the Student Court.

Appointing Five

206.1 Appointment to the Student Court. The President of the University will appoint five students, at least two of whom must be from the law school, from a list of nominees provided by the Committee on the Judicial System. The President may refuse all or some of the nominees and request additional names. The appointments will be for a term of one calendar year and one month, during the first month of which term the prior members will sit as non-voting observers of the new members of the court. The appointments will begin on the first day of March of each year. The Law Advisor will be a faculty member trained as a lawyer and a member of the bar experienced in litigation. He will be appointed for a term of two years, to begin on the first day of November.

206.2 Clerical Support for the Student Court. The Vice President for Student Affairs will provide clerical support for the Student Court and other courts as provided herein, for the Committee on the Judicial System, and to perform specific functions as provided in Section 208.

207. Committee on the Judicial System. A permanent committee on the judicial system is established to be called the Committee on the Judicial System. The committee will be composed of a Chairman; two additional faculty members, one of the student members of the Student-Faculty Committee on Appeals as elected by the majority vote of all members of that committee; the Chairman of the Student Court and one student member from the campus at large. The Chairman will be appointed by the President of the University from the members of the Faculty Senate. The two additional faculty members will be appointed by the President from a list of four names provided by the Faculty Senate. The term of all members will be for one year, beginning the first day of May. The present student court and the present Student-Faculty Hearing Committee will provide the student judicial members for the first Committee on the Judicial System.

208. Executive Secretary to the Judicial System. The Vice President for Student Affairs will provide clerical support for the entire judicial system of student courts, the student-faculty appellate committee, the Committee on the Judicial System, and, to the extent necessary, the Vice President for Student Affairs or his agent when the Vice President or his agent is serving as the administrative hearing officer in a case of student discipline.

Permanent Cmte.

209. University Representative to the Judicial System. The President of the University shall appoint to serve at his pleasure and for assignment to such administrative division as he thinks proper, a University Representative to be responsible for the investigation of complaints and the prosecution of charges before such bodies or officers as are otherwise provided in this disciplinary system, and to fulfill the duties described in Section 303 and such other duties as the President of the University requires. The University Representative will be a member of the bar experienced in litigation, but need not be a member of the bar of the District of Columbia. His representation of the University in these internal administrative proceedings and student disciplinary proceedings will be in the capacity of an administrative officer of the University and not as legal counsel.

210. Student-Faculty Committee on Appeals. A committee of four students and four faculty members, at least one of whom will be a tenured member of the law faculty, will be named the Student-Faculty Committee on Appeals and will have appellate and limited original jurisdiction as follows: original jurisdiction over all cases in which the University Representative certifies that expulsion or suspension greater than one year may be appropriate as a penalty; jurisdiction for the trial process whenever a party petitions the court to accept such jurisdiction as provided in Section 219(3); interim appellate jurisdiction as provided in Section 219; appellate jurisdiction as otherwise provided in this chapter, and jurisdiction over novel and extraordinary matters not appropriate for trial by the Student Court.

The President of the University will appoint the members from lists of five or more faculty nominees provided by the Faculty Senate and of five or more student nominees provided by the student assembly or in the absence of such a body, by the student members of the Committee on the Judicial System. The President may refuse all or some of the nominees and may request additional names. Appointments to the Committee will be for one year, to begin on the first day of May. The Chairman of the Student-Faculty Committee on Appeals, named by the President of the

University, will be a tenured member of the law faculty. An acting chairman will be appointed by the Chairman as required. If there is no Chairman, an Acting Chairman may be appointed by the President of the University, but such officer may not serve for a period longer than that determined by the next regular meeting of the Faculty Senate, at which meeting the Senate must provide the President with a nominee for the Committee vacancy.

211. Deleted by Senate Action.

Rice Hall Reps.

212. Special Courts. Such special courts of limited jurisdiction as may be required by the University, its divisions and activities, or by student organizations and activities will be established individually by the Faculty Senate by resolution approving charters for such courts. The charters of such courts will include the following: Name of the court, jurisdiction of the court, authority in the University for establishing such a court, appointment procedures for members of the court, procedure for adopting judicial procedures, statement of rights of defendants in such court, voting procedures of the court, reporting procedures on cases and appellate procedures from such court. Approval of the Committee on the Judicial System will normally be required before a request for such a court will be approved by the Executive Committee for the agenda of the Faculty Senate.

213. Special Courts - Exempted. With the consent of the Student Court, special courts, organizational courts, specialized hearing bodies and other adjudicators may use the Student Court as an appellate body. Appeal as a matter of right to the Student Court, however, is available only to chartered courts so authorized. The power of the Student Court to make binding determinations of questions submitted to it from non-chartered bodies is vested only by the consent of the parties in dispute. The Student Court does not have the inherent power to review decisions of campus organizations not subordinated to it by the Faculty Senate or the Board of Trustees. All students subjected to such special courts, organizational courts or private hearing bodies may appeal directly to the President of the University to seek his review of procedures and intervention. Such independent review and intervention is not available independently of the appeals procedures in the case of chartered courts and hearing bodies.

Charter's Forms

214. Presidential Appeals Board. Exercising the power vested in the faculty by the charter of the University, a final appellate body short of the Board of Trustees, composed of four faculty members, chosen by the Faculty Senate, and the President, is established and is named the Presidential Appeals Board. The Board shall have broad discretionary powers to review findings of fact and of law, determine necessary exceptions to policies and regulations, and review sanctions imposed. It may refuse appeals, merely pass them to the Board of Trustees, make recommendations to the Trustees, remand with instructions or hear the case *de novo*. It shall be the policy of the University, however, that the Board will act upon appeals from appellate decisions, in the absence of extraordinary and compelling circumstances, only when the record upon which the appeal is based shows a prejudicial and erroneous application of University policy, or clear evidence of bias or prejudice, or that the judgment is clearly erroneous on the evidence of the record as a whole. A broader discretion under ordinary circumstances is permitted in the review of the assessment of sanctions or penalties, but here, too, the policy of the University shall be that the Presidential Appeals Board should not act unless the record reflects bias or prejudicial

misinterpretation of University policy. These restraints do not apply to appeals from the original decision-maker, whether that is the office of Student Affairs, the Student-Faculty Committee on Appeals, the Student-Faculty Committee on Academic Discipline, or other body.

Just Below Board

215. The Board of Trustees. The Board of Trustees is always available to students, faculty and other members of the university community for a final appeal. The presumption of the Board, however, will be that the orderly procedures provided for hearing, decision and review are fair, sufficient and reliable. The Trustees will not consider appeals from the judicial system unless an extraordinary case of bias or error is alleged and persuasive grounds for the existence of such bias or error pleaded in a written appeal submitted to the Secretary to the Board of Trustees. No appeal will be heard unless the normal procedures for appeal have been exhausted unless the appeal for intervention or irregular consideration is accompanied by persuasive argument as to why the following of normal procedures will be futile, unconsonably wasteful or irreparably damaging to the appellant. Nevertheless, the Board of Trustees is determined that the judicial system will operate fairly, reliably and efficiently and makes itself and the Committee on the Judicial System available to hear and investigate all reasonable complaints suggesting significant bias, unfairness or irregularities in procedures or operations.

216. Appeals as a Matter of Right. A student who receives a significant penalty as contemplated in the Statement on Student Rights and Responsibilities, i.e., expulsion, suspension or permanent reprimand, may appeal the decision as a matter of right to the next higher authority or hearing body than that which originally imposed the penalty.

217. Appeals at the Discretion of the Appellate Body. A student or any other party, including the University, adversely affected by a final order, judgment or penalty of any court or hearing body acting as the trial court may petition the next higher authority for appellate review, such appeal to be heard at the discretion of the appellate body. Further appeals will be heard at the discretion of the appellate body petitioned. At its discretion, an appellate body may hear an appeal from any party not adversely affected by the final order when the appeal is based upon allegations that established procedures were not followed to his significant prejudice or that actions taken against him, such as bringing the case to trial, were not within the authority of the University.

And The Board

218. Order of Appeals. Actions taken at any hearing level as described in this section may be appealed to the next hearing level of the same class, subject to the exception provided in Section 218.2 as to questions of law, construction of regulations, and procedures. Three classes of action are established as follows: disciplinary, administrative and academic.

218.1 Disciplinary Actions. The hearing bodies of the disciplinary class will include all-student courts of original jurisdiction, the Student-Faculty Committee on Appeals, the Presidential Appeals Board and the Board of Trustees. The routes of appeals, unless otherwise provided in the charter establishing a hearing body, will be from Special Courts to the Student Court, from that court to the Student-Faculty Committee on Appeals, from that body to the Presidential Appeals Board, and from that body to the Board of Trustees.

218.2 Administrative Actions. The hearing officers of the administrative class will be the Vice President for

Student Affairs or some administrator or faculty member or non-University person named by the Vice President for Student Affairs. The selection of the hearing officer will be made with special consideration of the provisions for disqualification of Section 113. The routes of appeal from the administrative hearing officer will be to the Presidential Appeals Board on all questions of guilt or innocence, findings of fact, appropriateness of the sanction, and allegations of bias or prejudice or other questions of suitability or fitness of the hearing officer. Appeals from final orders based upon questions of law, of construction of rules and regulations, and of procedures or student rights may be appealed to the Student-Faculty Committee on Appeals at the discretion of that Committee, as provided in Section 219, or to the Presidential Appeals Board at the discretion of that Board, as provided in Section 219.

At its discretion, either the Student-Faculty Committee on Appeals or the Presidential Appeals Board, may, after hearing argument by parties, direct the appeal to the other appellate body, the issues to then be acted upon or not within the discretion otherwise provided that body. The purpose of the alternative routes of appeal for matters of law, of construction of regulations, and of procedures and student rights is to promote the uniform and systematic interpretation of such matters, but to permit an alternative route when necessary to protect the student rights of privacy, confidentiality and choice of an administrative decision-maker. Questions of law, rules and regulations construction, and of procedure and student rights which cannot be purged of sensitive matters that might significantly invade the privacy of the student defendant or of other students or persons involved in any way will not be heard by the Student-Faculty Committee on Appeals but will be referred to the Presidential Appeals Board upon the objection of any party, witness, person involved in any identifiable way or by the University on behalf of such persons not present. Appeals from the Presidential Appeals Board on administrative actions will be to the Board of Trustees.

218.3 Academic Actions. Appeals from the Student-Faculty Committee on Academic Discipline will be to the Presidential Appeals Board and from that body to the Board of Trustees.

219. Struck by Senate Action.

Up Level By Level

220. Appeals from Final Orders. For purposes of appeal a pragmatic test of finality will be applied. An order will be treated as final if it terminates the dispute between the parties before the court or hearing body; if it determines that a particular rule or regulation is valid, void or applicable to specific conduct when such ruling has significant effect upon organizations and activities which are party to the action even though the court may choose to delay fashioning an order disposing of the detailed claims involved; if an order is issued in regard to one or more parties separable from issues remaining before the court and the order appears to be final as to those parties, or if the order in question appears to be final as to some separable issue merely collateral to the issues remaining before the court though the court retains jurisdiction over the party or parties. These examples are illustrative, not exclusive.

221. Scope of Review Upon Appeal. The broad purpose of providing for appellate review is to assure all parties that the original findings of fact and law, the reasoned integration of them in an opinion and the imposition of sanctions or other solution fashioned by the court or hearing body are sound enough to withstand the scrutiny of a dispassionate and impartial reviewing panel. The extent of review is justified by the seriousness of the issues at trial and of the character of the sanction or order imposed.

221.1 General Policy on Remands. Cases on appeal will be corrected at the appellate level when justified by the

considerations or urgency, complexity, fairness to the parties, efficiency of adjudication, savings of time or the requirements of justice, including the extraordinary taking of testimony, admission of new evidence or trial de novo. At their discretion, appellate bodies may remand a case, but shall do so with specific instructions so that deficiencies or misunderstandings may be readily corrected.

Pragmatic Testing

221.2 Reviewing Findings of Fact, Findings of Law, and the Logic of the Lower Court. When the trial body has an opportunity to determine the credibility of witnesses, reviewing bodies must give weight to the judgment of the lower court beyond the content of the testimony in a cold record. Additional weight must be given the judgment of the lower court when the appeal is not based upon a full record, as in the case of minor cases. The following guidelines are provided for reviewing authorities:

1) Findings of fact will not be reversed upon review unless clearly erroneous on the basis of the record as a whole. Appellate bodies having authority to try cases de novo, when the record is unsatisfactory, may selectively recall witnesses and take additional testimony.

2) Inferences from findings of fact may be reversed by the reviewing authority when it is left with the definite and firm conviction that the inference is mistaken.

3) Findings of law and the reasoning of the lower court, or hearing body are fully reviewable and enjoy no presumption of correctness.

221.3 Grounds for Appeal. Parties seeking review of a decision, order or report will submit a written brief specifying the specific issues for which review is sought and the grounds upon which an exception to the finding or ruling of the lower court in each instance is taken.

221.4 Modifications of Lower Court Orders, Rulings and Penalties. The appellate body may, in its discretion, modify the order or ruling of the lower court including the assessment of penalties.

Is It Incredible?

221.5 Non-Prejudicial Errors in Procedure. The University in adopting an adjudicatory scheme with extensive participation by students and faculty recognizes that imperfections in procedures and errors in rulings of trial bodies are inevitable. Appellate bodies reviewing appeals based on technical, procedural or interpretative errors will act upon two principles: first, that the disciplinary format adopted by the University is administrative and not judicial in spirit and that considerable latitude of discretion must be permitted if excessive judicialization and legalisms are to be avoided; second, that only errors that significantly prejudice or may reasonably have prejudiced in a significant way the interests of a party are to be grounds for reversal or remand. Further, only the party so prejudiced may appeal such errors. Further, the provisions of this Resolution as to scope of review are to be applied in manner calculated to achieve substantial justice and not to results forced by technicalities.

222. Rules of Procedure. A set of rules governing general procedural matters will be prepared and maintained by the Committee on the Judicial System.

222.1 Special Rules. Individual courts and hearing bodies will prepare and publish special rules governing procedures peculiar to themselves, subject to the approval of the Committee on the Judicial System.

222.2 When Hearing Must Be Recorded. In all proceedings in which a penalty of permanent reprimand, suspension or expulsion is sought the hearing proceedings will be permanently recorded by tape or transcriber.

Imperfect, Natch

222.3 When Recording Is Not Made. When sanctions are imposed upon a hearing not recorded by tape of transcription, the hearing body or officer will include in his opinion sufficient detail as to the findings of fact, testimony and evidence as to permit the reviewing body to properly evaluate the findings in relation to the evidence.

223. Orders, Sanctions, Reports. The courts and hearing bodies have three general powers; the power to issue orders to persons and organizations, the power to impose sanctions, and the power to make investigations into and reports upon matters within their jurisdiction. Courts and hearing bodies at various levels have different degrees of these powers. All of the courts and hearing bodies are of limited jurisdiction as provided in this Resolution and elsewhere, the grants of jurisdiction including explicit and implicit powers.

223.1 Opinions, Orders, and Reports. Actions taken pursuant to disputes or trials before all courts or hearing bodies established by the Faculty Senate shall be accompanied by an opinion, order or report that shall include the following distinct sections: (1) a statement establishing jurisdiction over the parties and the matter in dispute; (2) findings of fact; (3) findings of law, rules, regulations, ordinances etc., including rulings to which counsel took exception; (4) a brief discussion indicating the findings most central to the logic and conclusions of the court; and (5) the order of the court or hearing body. Remands will contain specific instructions as to correcting deficiencies, perfecting the record, or clarifying the reasoning of the court or hearing body.

Submit Memos

223.2 Parties May Submit Trial Briefs and Draft Opinions, Orders and Reports. To facilitate the business of the Student Court, the University Representative will and other parties appearing before it may submit a memorandum in the nature of a trial brief summarizing the major legal arguments and critical issues of fact that the party anticipates developing in the course of the trial. Further, the University Representative will and other parties may also submit a draft opinion, order and report in a manner favorable to his position and in a form as required by Section 223.1. These papers will be presented to the Executive Secretary by some reasonable time set by the hearing body or Committee on the Judicial System so that they may be duplicated for opposing parties, intervenors and the members of the court. Amended papers may be provided the court during or after the trial or hearing but prior to the relevant decision of the court.

223.3 Orders. The courts and hearing bodies have the power to subpoena persons and University disciplinary records, to consolidate or separate issues and/or parties for trial and to make such rulings and to issue such orders as are inherently necessary to the effective conduct of trials and hearings.

Here are Sanctions

223.4 Sanctions. The following sanctions may be

imposed upon students:

1) **Admonition:** An oral statement to a student that he is violating or has violated institution rules.

2) **Warning:** Notice, orally or in writing, that continuation or repetition of conduct found wrongful, within a period of time stated in the warning or in the indefinite future, may be cause for more severe disciplinary action.

3) **Censure:** A written reprimand for violation of specified regulations, including the possibility of more severe disciplinary sanctions in the event of the finding of a violation of any institution regulation within a stated period of time or in the indefinite future.

4) **Disciplinary probation:** Exclusion from participation in privileged or extracurricular institution activities as set forth in the notice for a period of time. For a determinate period students may be placed on probation, violations of which may result in suspension or expulsion or other disciplinary action.

5) **Restitution:** Reimbursement for damage to or misappropriation of property. This may take the form of appropriate service or other compensation.

6) **Suspension:** Exclusion from classes and other privileges or activities as set forth in the notice for a definite period of time not to exceed two years.

7) **Expulsion:** Termination of student status for an indefinite period. The conditions of readmission, if any, shall be stated in the order of expulsion.

223.5 Sanctions as Applied to Organizations and Groups. The following sanctions may be imposed upon organizations and groups:

1) **Admonition:** An oral statement addressed to the officers, members or faculty advisor that the organization is violating or has violated institution rules.

2) **Warning:** Notice, orally or in writing, that continuation or repetition of conduct found wrongful within a period of time stated in the warning or in the indefinite future, may be cause for more severe disciplinary action.

3) **Censure:** A written reprimand for violation of specified regulations, including the possibility of more severe disciplinary sanctions in the event of the finding of a violation of any institution regulation within a stated period of time or in the indefinite future.

4) **Disciplinary probation:** Exclusion from participation in privileged or extracurricular institution activities as set forth in the notice for a period of time.

5) **Restitution:** Reimbursement for damage to or misappropriation of property.

6) **Suspension:** The organization banned from the campus for a fixed period of time, or an activity prohibited on campus for a fixed period of time.

7) **Expulsion:** Termination of recognition of an organization for an indefinite period and a ban on its campus activity. The conditions of readmission, if any, shall be stated in the order of expulsion.

8) **Administrative Termination:** Termination of recognition of an organization, with a ban on its activity on campus. This differs from 223.5(7) in that it is not punitive in character.

The Court Report

223.6 Reports. The courts and hearing bodies may investigate matters arising from cases before them or upon their own initiative when such matters fall within their jurisdiction. They may then issue reports and/or recommendations to appropriate persons and bodies, including the campus at large. However, if the conduct of the investigation or the content of the report or recommendations indicates a fixed conclusion, closed minds or a high probability of prejudgment, any cases arising out of the report or recommendations will not be tried before such court or hearing body but will be tried at the next higher body.

223.7 Non-punitive Administrative Actions. In the course of University administration, faculty and administrators may take actions that have some coloring of punitive action but which, in fact, are not taken with intent to punish the student. Actions of this kind are necessary to the reasonable operation of the

University, but care must be exercised that they do not become devices for avoiding the safeguards established to avoid unfair, arbitrary or capricious invasions of student rights. An example is the refusal to reenroll a student with unpaid indebtedness to the University. Another example would be the refusal to reenroll a student of incapacitating psychological disturbances. Another example would be the requirement that a student pay for damage to University property caused by his negligence. These examples are illustrative not a comprehensive description of these inherent administrative powers. These actions are not governed by the disciplinary procedures of the Statement on Student Rights or by the Judicial System.

Faculty Control

223.8 Non-judicial Punishment. In the course of University administration, faculty and administrators may take actions that are punitive in character but which are not so serious as to justify referral to the judicial system. An example is the power of a member of the faculty to control conduct in his classroom. Another example is the withdrawal of privileges upon an administrative determination of misconduct, such as library privileges or the privilege of using the University Center for individuals or organizations that do not conform to the regulations of the Center. Actions of this kind are necessary to the reasonable operation of the University, but care must be exercised that they do not become devices for avoiding the safeguards established to avoid unfair, arbitrary or capricious invasions of student rights.

Actions taken under such inherent power may give rise to complaints or appeals to the judicial system, the President, the Board of Trustees, or some appropriate Faculty Senate Committee, such as the Committee on Professional Ethics and Academic Freedom, when the student feels that the administrative punishment imposed upon him violated the protections afforded him under the Statement of Student Rights or under this Resolution. Whether the administrative punishment was proper or not will often depend not upon the sanction alone but upon a configuration of factors including the nature of the offense, the nature of the sanction, the situation in which the conduct occurred and in which the sanction was imposed. Sanctions that might be invoked without offending this Resolution or the Statement of Student Rights might include some form of each of the following listed under Section 223.4: (1), (2), (3), (4), and (5). Even (6) might be available to a professor in his responsibility for controlling the classroom. The powers of this section are broad and inherent in the offices and responsibilities of faculty and administrators, but because they are susceptible of abuse it is the responsibility of the faculty members and administration to exercise them with great care.

224. Punishment as to Specific Offenses. The Committee on the Judiciary and the Joint Committee of Faculty and Students will recommend to the Faculty Senate as necessary a schedule of offenses and appropriate maximum punishments. Amendments may be submitted at any time, but a comprehensive review of offenses and maximum punishments will be undertaken annually by these two bodies acting together and recommendations will be submitted to the Faculty Senate on the first day of December of each year.

Schedule Offenses

224.1 Destruction or Defacement of University Property. Full restitution shall be made to the University. When damage results from joint action of students or of students and others, individual students who actively and substantially participated in the misconduct that caused the damage will be liable for the whole or a proportionate share of it as the court or hearing body decides, provided that the University may

not recover more than its total damage. In addition to restitution, students may be penalized under section 223.4 on the following basis: Minor damage, less than \$50. total (not pro rata) — (1), (2), (3), (4). Serious damage, more than \$50. but less than \$100. (not pro rata) — (1), (2), (3), (4), or (6). Gross damage, more than \$100. (not pro rata) — (1), (2), (3), (4), (6), or (7). To impose a penalty of (6) or (7) the court or hearing body must find that the student acted with a conscious intent to destroy or deface the property or that the student acted with clear indifference to or disregard for the damage that might result from his conduct.

Major And Minor

224.2 Disruption of Academic Activities. If the court finds that a student acting alone, acting concurrently with others or in concert with others disrupts the normal academic activities of the University, he will be subject to the following penalties:

a) *Minor disturbances.* Conduct that incidentally disturbs or disrupts some academic activity for a few minutes but which is not aimed at such activity and which does not seriously impair that activity or seriously invade the interests of those engaged in that activity. The following provisions of section 223.4 may be imposed: (1), (2), or (3).

b) *Major disturbances.* Conduct that deliberately disturbs some academic activity or attempts to disturb the activity or which, though not aimed at the activity disturbed, is in violation of rules or regulations or is otherwise wrongful and is engaged in with a clear indifference to or disregard for the fact that academic activities may be disturbed. The following provisions of Section 223.4 may be imposed: (1), (2), (3), (4), (6), or (7). The greater the consciousness of the offense, the greater the indifference to academic freedom and the functions of the University, the more serious the penalty should be.

224.3 Disruption of Administrative Activities. If the court finds that a student acting alone, acting concurrently with others or in concert with others disrupts the normal administrative activities of the University, he will be subject to the following penalties:

a) *Minor Disturbances.* Defined analogously to Section 224.2(a). The following provisions of Section 223.4 may be imposed: (1), (2), or (3).

b) *Major Disturbances.* Defined analogously to Section 224.2(b). The following provisions of Section 223.4 may be imposed: (1), (2), (3), (4), (5) or (6). The greater the consciousness of the offense the greater the indifference to the costs to the University and its community, the more serious the penalty should be. The court or hearing body should treat Section 223.4(5) in this instance analogously to Section 224.1, recognizing that disruption of work and employees results in a real economic loss to the University community for which those wrongfully imposing such costs should pay.

PENALTIES

224.4 Disruption of Non-academic Programs and Events. If the court finds that a student acting alone, acting concurrently with others or in concert with others disrupts non-academic programs or activities of or at the University, he will be subject to the following penalties:

a) *Minor Disturbances.* Defined analogously to Section 224.2(a). The following provisions of Section 223.4 may be imposed: (1), (2), (3), or (4).

b) *Major Disturbances.* Defined analogously to Section 224.2(b). The following provisions of Section 223.4 may be imposed: (1), (2), (3), (4), (5), or (6). The greater the consciousness of the offense, the greater the indifference to the costs to the University or others, the more serious the penalty should be. Restitution may be a proper remedy for the University

but these proceedings will not be used to make the defendant compensate others for their injury.

224.5 Physical Harm to Another. A student who physically injures another member of the University community or some person on campus, whether the injury is by design or incidental to conduct otherwise in violation of University rules, regulations or custom, may be punished by application of any of the sanctions provided in Section 223.4, the penalty to be proportionate to the degree of wrongful intent or reckless disregard of the interests of others.

224.6 When Punishment for an Offense Is Not Specified. Unless limited by a specific provision of this Resolution, or its amendments, a court or hearing body may impose the maximum punishment within its authority upon any offense over which it has jurisdiction.

224.7 Mitigation of an Offense. The court or hearing body will consider attempts by the defendant to mitigate the injury to others, including compensation of those injured by his conduct, in determining the appropriate penalty.

224.8 Chronic Misbehavior, Recalcitrance, Immaturity, Irresponsibility. The court may find that a student is so frequently in trouble, though the individual offenses are trivial, that the pattern of conduct represents a serious disciplinary problem. Similarly, in his response to the disciplinary proceeding a student may reveal an attitude so hostile to the University community or to any reasonable regulation that the student represents a serious disciplinary problem. Similarly, a student may conduct himself in a way that reveals such immaturity of personality or irresponsibility of character that he is or promises to become a serious disciplinary problem. In such a case the court must be careful that it does not let its anticipation of misconduct lead it to impose an inappropriately heavy or a harsh penalty. The court must be careful, too, that it does not permit a hostile or irresponsible attitude to influence its finding of factual guilt or innocence.

225. Jurisdiction as to Punishments and Other Sanctions. Unless otherwise specified in the charter of a court or hearing body or in this Resolution, courts and hearing bodies shall be limited to the following sanctions:

Mitigate Injury

225.1 Special Courts. Special Courts may impose the following sanctions and such lesser particularized punishment or orders as they may see fit: Section 223.4(1); (2), (3), (4), and (5); Section 223.5(1) through (8).

225.2 The Student Court. The Student Court may impose the following sanctions and such lesser particularized punishment or orders as it may see fit: Section 223.4(1) through (5), and (6) for a definite period of time not to exceed one year; Section 223.5(1) through (8).

225.3 Special Student-Faculty Hearing Committees. The Special Student-Faculty Hearing Committees may impose the following sanctions and such lesser particularized punishment or orders as they may see fit: Section 223.4(1) through (7); Section 223.5(1) through (8).

Special Courts

225.4 Student-Faculty Committee on Appeals. The Student-Faculty Committee on Appeals may impose the following sanctions and such lesser particularized punishment or orders as it may see fit: Section

223.4(1) through (7); Section 223.5(1) through (8).

225.5 Student-Faculty Committee on Academic Discipline. The Student-Faculty Committee on Academic Discipline may impose any punishment or requirement that might be imposed by the college or school delegating the case to it.

225.6 Office of the Vice President for Student Affairs. The Vice President for Student Affairs and hearing officers appointed by him may impose the following sanctions and such lesser particularized punishment or orders as he may see fit: Section 223.4(1) through (7); Section 223.5(1) through (8). Inherent in this office are informal sanctions and powers of non-judicial punishment, non-punitive administrative action and administrative authority derived from the President or from the Board of Control. This section does not limit such powers but applies to actions taken through the formal disciplinary processes contemplated by this Resolution.

225.7 Presidential Appeals Board. The Presidential Appeals Board may impose the following sanctions and such lesser particularized punishment or orders as it may see fit: Section 223.4(1) through (7); Section 223.5(1) through (8).

225.8 The Board of Trustees. The Board of Trustees may exercise any disciplinary power within the authority vested by the charter of the University and not specifically waived by contract, regulation or University policy.

Judicial Cmte.

301. Committee on the Judicial System — Duties. The Committee on the Judicial System will work closely with the Executive Secretary to the Judicial System to make sure that the various hearing bodies are efficiently, fairly and expeditiously handling their business. The Committee will prepare and publish a set of appropriate general procedures and will assist the individual courts in the preparation of such special rules as they require. The Committee will prepare and submit to the Executive Committee of the Faculty Senate, to the President of the University, or to other appropriate bodies such reforms and amendments as are required by the system.

The Committee will assist in the selection of personnel to staff the various courts. The Committee will work with the University Representative and with defense counsel to adapt procedures when special conditions so require. The Committee will report annually to the Faculty Senate on the work accomplished during the previous year by the system, on the strengths and weaknesses of the system, on needed reforms and on changes in the substantive rules and regulations governing students, faculty-student relations, organizational activities or problems among the students and any other non-judicial matters impinging significantly upon the judicial system.

Informal Warning

302. Executive Secretary to the Judicial System Duties. The Executive Secretary will provide and oversee the necessary clerical support for the judicial system. He will maintain dockets for the courts, assist defense counsel and defendants in the preparation of papers required by providing them with information on judicial procedures, serve and publish notices required, arrange for recording or transcription of hearings, publish announcements of meetings and trials, inform parties seeking to file complaints of procedures counsel defendants of their options and rights, and work closely with the Committee on the Judicial System.

303. University Representative to the Judicial System

Duties. The University Representative will investigate all complaints filed with the Executive Secretary. In his discretion he will file formal complaints in the proper court or hearing body. He will have the power to issue informal warnings and reprimands to students, to seek non-punitive administrative actions or non-judicial punishment, and to seek judicial sanctions in the courts or hearing bodies. He will have authority to investigate complaints to promise immunity against prosecution, to settle cases on behalf of the University, and such other authority and powers as reasonably inhere in his office or may be granted by the Committee on the Judicial System, the Faculty Senate or the Board of Trustees.

The University Representative will prepare or oversee the preparation of all cases in the judicial system brought on behalf of the University. He will personally present all cases to the Student Court, to the Student-Faculty Committee on Appeals to the Presidential Appeals Board, and to the Board of Trustees. He will coordinate the presentation of all cases to the Special Student-Faculty Hearing Committees. He will prepare a draft opinion, order or report on behalf of the University for all cases he presents before the Student Court, as provided in Section 223.2. The University Representative will work closely with the President, the Faculty Senate, the various administrative officers of the University, appropriate committees, student organizations, and individual students and faculty as necessary to develop a fair and effective code of rules and regulations for campus life, a fair and effective judicial system, and a environment conducive to academic freedom.

304. Advisor for Defendants, Organizations and Intervenor - Duties. The advisor counsel for parties appearing before the courts and hearing bodies will familiarize himself with the provisions of this Resolution, with general procedural requirements and rules as issued by the Committee on the Judicial System, and with the local rules and procedures of the court or hearing body before he is appearing. He will present his case in an orderly and civil manner. He will be respectful of the court, of other counsel, of witnesses and of parties. He will obey the lawful instructions and orders of the court and will register his exceptions, disagreements, and objections in a manner that will facilitate the conduct of the proceedings. He will familiarize himself with the Statement on Student Rights adopted by the Board of Trustees. In cases before the Student Court or other bodies requiring draft opinions from the University Representative, defense advisor or the counsel to other parties may, at their option, submit draft opinions. Any court, at its option, may require the advisor to submit drafts of orders, rulings, opinions, etc.

Student's Insights

305. Demeanor of Members, Counsel, Witnesses and Parties. A system of student courts and hearing bodies and of student-faculty hearing bodies can be effective only to the extent that the cooperation of all participants assures an orderly and fair development of testimony and arguments. All persons before the courts or hearing bodies and the members of such bodies themselves are expected to show respect and consideration to one another so that the fact-finding and legal analyses may proceed in a reasoned and reliable way. The courts and hearing bodies have the power to warn disorderly or disruptive persons, to order them from the room, to close the hearing to the public, to reprimand or censure persons before the court and to adjourn the hearing until some later time or other place. The courts and hearing bodies have the affirmative duty to exercise such powers to protect the persons before them from embarrassment, harassment, abuse, or ad hominem attacks from counsel, parties, witnesses or other persons.

Disorderly, abusive or disruptive conduct, or other acts of contempt, may result in disciplinary action against the offenders by the court or hearing body having appellate jurisdiction over the body in question. Such disciplinary procedures are necessary to protect

the utility of student courts and hearing bodies and of administrative procedures generally as fair and reliable fact-finding processes. Any member of the court or hearing body, counsel, party, witness or intervenor may ask the court to protect them against abuse of harassment and to assure them an orderly forum for the trial of issues of fact and law. The primary responsibility for this protection lies with the presiding officer, but all members of the court have a duty to assert the power of the court to assure an orderly, fair proceeding. Failure of the court members, or of the members of any hearing body, to control the proceeding and to assure a fair trial will be grounds for removal.

A complaint to the appellate body against specific persons or as an attack upon the validity of any action taken as a result of an improper, unreliable proceeding may be made by any party to the action injured by such action. If the court or hearing body cannot control a proceeding, it shall terminate the session by adjourning, shall confer among its members as to the possibilities of resuming at some later time with cooperation of counsel and parties, and, if such resumption seems futile, shall surrender jurisdiction to the body immediately above it in the appellate structure. Parties may ask the appellate body to relieve the court or hearing body and to try the case itself as provided in Section 219.

Please Behave!

306. Presiding Officers of Courts, Committees, Boards and Other Hearing Bodies - Duties. It is the duty of each presiding officer to manage the mechanics of the trial or hearing; to coordinate schedules, paper work and reports with the Executive Secretary to the Judicial System; to speak for the body in all exchanges with counsel, parties or others except when the body is engaged in general interrogation or conference with counsel or others; to control the proceedings, maintain order, protect persons before the court, and instruct persons before the body on the appropriate procedures of the body; to declare the rulings and orders of the court to assure the proper completion and filing of all papers, and other duties as defined by the Committee on the Judicial System or as inhere in his position as presiding officer.

It is the special duty of the presiding officer to make sure that the developing testimony and evidence and the legal arguments of counsel are relevant and that the matters raised by the complaint, appeal, petition or other business before the body are fully and reasonably developed. The presiding officer has affirmative duties to develop the full case latent in the business before the judicial body. He may not sit passively and let the adversarial scheme lead the body to one side or the other through deficiencies of counsel when inquiries from the body itself will better determine the merit and truth, if any, of the matter.

306.1 Questioning by the Law Advisor. Where the Law Advisor feels that the presiding officer and members of the court have failed to reasonably or fully develop the case latent in the business before the court, the Law Advisor will ask such questions as he feels necessary or helpful to the court.

Manage Mechanics

307. Members of Courts, Committees, Boards and Other Hearing Bodies - Duties. It is the duty of each member of every judicial body to diligently attempt to develop the fullest and fairest case possible for every party or interest before the body. The members should not rely excessively upon the advisor but should actively attempt to satisfy their curiosity and interest so that they may decide all issues impartially, fairly and reliably. Members must frequently remind parties and adviser that the body is administrative in character and not a judicial body like a civil or criminal court. Confidence is placed in the character and

judgment of the members and they should not lightly exclude any evidence or argument but should hear and examine as much as possible of relevance to the specific issues before the body. Members must not let themselves be intimidated by legal objections or rhetoric. Members should feel free to demand that counsel explain arguments, especially those couched in legal terminology, and should not hesitate to ask that they be explained again and again until counsel's meaning is clear.

The members are the decision-makers responsible for the outcome. Advisors serve both their clients and the hearing bodies and must not be allowed to overwhelm or intimidate the decision-makers. Members should be especially wary of highly abstract and political arguments, and of arguments based upon provisions of the U. S. Constitution that are not appropriate when applied to non-governmental actions. Members are reminded that the decisions on each question are theirs individually. Members should feel free to disagree or dissent and to append concurring or dissenting opinions. Members have a duty to submit to the Committee on the Judicial System complaints, comments and suggestions for the improvement of the procedures or substantive regulations governing the University. Members are expected to commit themselves diligently and in good faith to the business of the court: to conduct themselves in a manner that will set an example for advisor, parties, speculators and others to assert the power of the court to protect any person before the court who is subjected to embarrassment, harassment, abuse or other discourtesies, and to disqualify themselves if necessary under the provisions of Section 113.

Reading Charges

308. Charge to the Court. It is the duty of the presiding officer to read the following charge, or a substitute as provided by the Committee on the Judicial System:

Charge to the (insert here the name of the body) and All Persons Appearing Before It.

1) Student disciplinary authority of the George Washington University is vested in the Board of Trustees and prior to such time as the Board of Trustees acts, in the faculty of the University by the charter of the University as enacted by the Congress of the United States.

2) By delegation from the faculty of the University, the (insert here the name of the body) is empowered to try cases of the following kinds: (insert here jurisdictional statement as provided in the body's charter).

3) This hearing body is an informal adjudicative body following procedures of administrative law as adapted to its needs. The law of evidence does not apply here. Technical objections are discouraged. Within the limits set by the Statement of Students Rights and Responsibilities, this body may inquire broadly and informally into all relevant matters. It is the special duty of the presiding officer to make sure that the developing testimony and evidence and the legal arguments of counsel are relevant and that the matters raised by the complaint, appeal, petition or other business before the body are fully and reasonably developed.

4) The cooperation of advisors and parties is sought to facilitate the proceeding. Advisors are advised that the members of this body may often interrupt testimony and arguments to make specific inquiries or to ask for repetition or clarification. The members will not try to disrupt the testimony or train of thought of counsel or witnesses, but the questions of members should be answered explicitly and immediately.

5) Advisors and parties are reminded that the obligations between individual students and the University are largely contractual in nature. The University is not an agency of the federal government and arguments directed toward Constitutional limitations upon governmental action are of very limited relevance here.

6) Objections and exceptions taken by advisors or parties to rulings of this body should be noted

explicitly so that the presiding officer may record the specific objection made or exception taken.

7) **Advisors and parties are reminded that the development of a full, fair and reliable record requires that witnesses, opposing counsel and parties, and all other persons before this court be treated with fairness, courtesy and respect. This body will not permit witnesses or anyone else to be abused. It will not permit unproductive speech-making or irrelevant arguments or testimony. All parties and their counsel are therefore reminded to keep the specific nature of the business before this court in mind and to address their testimony and arguments to the issues at hand.**

(The presiding officer then proceeds to introduce parties and counsel to the hearing body and to announce the names of the members of the hearing body).

Appellate Four

309. Functions of Appellate Bodies. Those bodies responsible for reviewing the proceedings of lower courts or bodies have four functions. First, it is the responsibility of the reviewing body to make certain that justice was done and that the action of the lower body was fair, reasonable and in accord with University policies. Second, it is the responsibility of the reviewing body to correct errors or misunderstandings of the lower body, with remands accompanied by specific instructions as to procedures or deficiencies as provided in Section 220.1, in a practical, efficient way. Third, it is the responsibility of the reviewing body to educate the lower body and all members of the judicial system as to the requirements, limitations, and responsibilities of the system. This is normally accomplished through conferences with counsel on appeal, the opinion of the appellate body, specific instructions or comments upon remand, and direct communications with the presiding officers and members of the various bodies when specific comment or instructions will be helpful in improving the fairness and effectiveness of the judicial system.

Fourth, it is the responsibility of the reviewing body to facilitate the development of sound and reasoned applications of University rules, regulations and common law through its constructions and interpretations. These will normally be embodied in the opinions of the appellate body. Lower courts and hearing bodies will be bound by the interpretations and constructions of rules, regulations, customary practice and contractual obligations of the University made by their appellate bodies. The appellate body will determine in cases appealed at its discretion whether substantial justice or the effectiveness of the judicial system requires review.

310. Judicial Administration. In addition to reports, orders and recommendations as to specific cases, the individual courts and hearing bodies will file such reports on case load, meetings, docket backlog, etc., as may be required by the Committee on the Judicial System. Such reports are to be filed with the Executive Secretary of the Judicial System.

311. Use of Draft Options. The Student Court, and any other court or hearing body using draft orders, rulings, reports, opinions, etc., must exercise special care not to be unduly influenced or misled by oversight into a misstatement of its position by the draft opinions and other models. The requirement of draft opinions and other papers is provided to expedite the work of the hearing bodies and to facilitate the analysis of issues before the body.

312. Specification of Penalties Sought. The University Representative will indicate to the court or hearing body at the outset of each trial what penalty or order is sought. At the conclusion of the trial, the University Representative may modify the penalty or order sought. At any point in the trial process the parties before the court may negotiate a settlement of the case and stipulate a penalty or order, which stipulation will be binding upon the court unless in the judgment of the court such penalty or order would result in

substantial injustice to the parties before the court or to other interested parties. In determining the appropriate penalty or order, the court is not bound to choose between that requested by the University Representative and that requested by the defendant, but may vary and shape an appropriate penalty or order in its discretion.

401. University-wide Regulations, Codes and Ordinances. Conduct regulations of University-wide application will be prepared with student participation in accordance with the Statement on Student Rights and published in a manner reasonably calculated to inform students of the limitations of their conduct. The obligation to make University-wide regulations explicit does not relieve students of conduct reasonably implicit in the organization, regulations, functions or custom of the University or of institutions similarly organized and regulated.

402. Regulations Governing Special Programs Facilities and Persons. The University may adopt such regulations as it chooses and by procedures of its choosing to govern special programs, facilities or persons of special status within the University. Such regulations shall be published in a manner reasonably calculated to inform those persons affected, but students enjoying a special relationship to the University or utilizing specialized facilities, such as the University Center, the library, and the gymnasium, must make a positive effort to inform themselves of such regulations.

Extrapromulgation

403. General Authority of Officers and Agents. The promulgation of regulations governing student conduct does not bar or limit the reasonable promulgation of rules, instructions or commands inherent in the general authority of University officers, agents and employees. Such power may be exercised in the event of an emergency or under special circumstances reasonably requiring its exercise, including temporary actions pending review and reconsideration of standing rules and regulations, to impose limitations upon conduct or duties upon those using facilities, participating in programs or entering upon University property.

Persons exercising such authority will provide such notice as is practicable to persons affected, including when practicable, notice of the authority by which such action is taken and reasonably explicit notice of the conduct limited, barred, or required. This inherent authority includes the power to order persons off property, out of facilities or to discontinue specific conduct. The remedy for students and others who feel that such authority is improperly exercised is to complain immediately to the Vice President for Student Affairs, who shall make a timely and reasonable investigation and take such action as is reasonably required. Students shall presume proper authority in officers, agents and employees and shall violate their orders and instructions at risk of disciplinary action.

404. Publication and Notice. The purpose of publication and notice requirements is to reasonably inform all persons subject to regulations of their substance. Regulations are not promulgated by the standards of criminal statutes and students may not engage in all conduct not explicitly and precisely forbidden. The purpose of publication and notice is to give reasonable notice of an area of conduct regulation and courts, hearing bodies and administrators will not excuse conduct reasonably prohibited by the regulation, rule or order on merely technical or unreasonably strict construction.

501. Special Procedures. To facilitate the prompt adjudication of disciplinary cases in situations involving large numbers of students and whenever a significant backlog of untried cases develops for either the Student Court or the Student-Faculty Committee on Appeals, special hearing committees as necessary will

be appointed by the President in accordance with the provisions of sections 204 and 204.1. These committees, to be known as Special Student-Faculty Hearing Committees, will consist of three students and three faculty members, the chairman to be one of the faculty members. The procedural protections of the Statement on Student Rights and Responsibilities will govern. Appellate procedures are as specified in Sections 216 through 221.5.

Can't Anticipate

502. Emergencies and Extraordinary Situations. The University recognizes the impossibility of anticipating every circumstance under which the disciplinary authority of the University must be exercised. The University also recognizes the possibility that compelling circumstances may require that certain procedures normally afforded students be suspended. After consulting as practicable with the Chairman of the Committee on the Judicial System, the Chairman of the Executive Committee of the Faculty Senate and the President of the Student Body (or, in his absence, the senior available student of the Joint Student-Faculty Committee on Student Affairs), the President may in his individual discretion suspend this resolution or parts of this resolution for a period not to exceed thirty calendar days.

If the President exercises this power, he will do so in a letter to the Chairman of the Board of Trustees indicating in what particulars this resolution will not be followed, and such letter will be published to all members of the faculty and prominently displayed on the campus. The exercise of this power will automatically convene the Faculty Senate, which meeting will be set by the Executive Committee, but in no case for a date later than ten calendar days after the effective date of the suspension. The Faculty Senate may consider at that meeting any matters relative to the suspension of normal procedures, but it will consider explicitly the following questions:

- 1) Does the Faculty Senate advise the President to vary the terms of the suspension in any way?
- 2) Does the Faculty Senate propose any modifications of the procedures provided under the terms of suspension?
- 3) Does the Faculty Senate propose any modifications to the permanent disciplinary procedures of the University?

601. Responsibility for Reform and Amendments. It is a general duty of all persons associated with the student disciplinary system to advise the Committee on the Judiciary of modifications that should be considered to improve the fairness and effectiveness of the system.

Amendments

601.1 Committee on the Judicial System - System Amendments. The Committee on the Judicial System will bear the responsibility for identifying, studying and proposing amendments to the judicial system. It will present such amendments in the form of draft resolutions to the Executive Committee of the Faculty Senate and to the President of the University. The Committee will specifically list in its annual report proposed modifications under study and modification proposals made to be not acted upon by the Faculty Senate. See Section 301.

601.2 Faculty Senate Consultation with the Committee on the Judicial System and the Joint Student-Faculty Committee on Student Affairs. Prior to amendments to this Resolution, the Faculty Senate shall consult with the Committee on the Judicial System and the Joint Student-Faculty Committee on Student Affairs, its successor or equivalent.